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# A Study of Modern Foreign Languages in the Curriculums of Louisiana Colleges and Universities.

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A STUDY OF MODERN FOREIGN LANGUAGES  
IN THE CURRICULUMS OF LOUISIANA  
COLLEGES AND UNIVERSITIES.

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A STUDY OF MODERN FOREIGN LANGUAGES  
IN THE CURRICULUMS OF LOUISIANA  
COLLEGES AND UNIVERSITIES

A Dissertation

Submitted to the Graduate Faculty of the  
Louisiana State University and  
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Doctor of Philosophy

in

The Department of Education

by  
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## ABSTRACT

The purpose of this study was to survey the modern foreign languages in the curriculums of fourteen Louisiana colleges and universities in 1952-1953 and 1961-1962 and to delineate changes in requirements and organization during the decade. The data were obtained from the catalogues of the institutions for the designated years and from interviews with representative personnel at each institution.

The survey led to the following conclusions:

1. The modern foreign languages offered during the decade were French, German, Italian, Portuguese, Russian, and Spanish. The two languages offered by all the institutions in both academic sessions were French and Spanish. Course credits were almost consistently three semester hours each with these exceptions: in 1952-1953 two institutions designated their elementary courses and the first intermediate courses for five hours each, and two, the elementary level for four hours each semester; in 1961-1962 three institutions offered five hour courses for elementary and first intermediate levels, and two, the elementary courses for four hours each semester.

2. During the decade the instructional methods changed in approach. There was a tendency toward emphasis on the audio-lingual method to develop the basic skills and on language analysis, civilization, and literature. Two institutions used this approach in 1952-1953; seven did by 1961-1962, and

others were in transition utilizing a combination of methods. Eleven departments had electronic and mechanical language laboratory facilities by 1961-1962.

3. At the beginning of the decade advanced placement was normally based on the number of high school units of language presented on entrance. Because of differences in ability and preparation, placement tests, interview-tests, or interviews were initiated during the years by nine institutions to determine the college level course at which the student would continue the same language.

4. For the non-language major the language requirement in many undergraduate curriculums was the completion of the intermediate level courses, but the maximum number of hours varied among fields of concentration and institution. Six of the nine institutions offering master's degree programs by 1961-1962 required a reading knowledge of at least one foreign language for certain majors. Two universities offering doctor of philosophy degree programs required a reading knowledge of two languages: one designated the languages with one alternate; the other permitted choice of those best suited as instruments for the candidate's research project.

5. Programs for foreign language majors and foreign language teaching majors were offered at each institution except one in the former classification during both academic sessions. Seven required the same number of credit hours for both programs. The hours required for a major ranged from 27 to 38 in 1952-1953 and from 24 to 40 in 1961-1962; for a teaching major in the same sessions from 22 to 36 and from 24 to 38. The

courses for professional training ranged from 18 to 25 hours in 1952-1953 and from 18 to 27 in 1961-1962.

6. At the graduate level by 1961-1962 three institutions had foreign language programs for master's degrees; two offered doctoral programs; two participated in interdepartmental programs for graduate degrees in Latin American Studies and one in Linguistics; and one conducted Language Institute Programs.

7. At each institution during the decade programs for concentration in foreign languages and for meeting curriculum requirements in other fields were restudied, revised, and adjusted--or were in the planning stage--in order to improve language teaching and learning.

## CHAPTER I

### THE PROBLEM AND ITS ORGANIZATION

#### INTRODUCTION

Since the time of the early colleges and universities in the United States, modern foreign languages have been advocated in the curriculums. In the early part of the twentieth century there was some concern with the modernization of methods of instruction to teach greater usefulness of the modern languages, but emphasis on grammar and the reading of classics continued as the usual procedure. During the period between the two World Wars, there was a decline in interest of foreign languages in the curriculums because the prevailing educational philosophy of that time advocated vocational education. Consequently, the traditional liberal education had to yield an important place in the curriculums to the vocational subjects and activities.

Within the last two decades an upsurge of interest in modern foreign languages and a more realistic approach in instruction of them have evolved since American contacts with all parts of the world have multiplied. New attention to the value of a knowledge of the language, history, culture, and outlook of other peoples has been given on account of cultural, military, political, and commercial relations.

During World War II intensive foreign language programs were developed for the Armed Forces in order to meet the need for personnel who could



speaking and understanding other languages. Although these specific programs did not continue after the war, their influence permeated the methods of instruction at all levels of education. A peak of enrollment in modern foreign languages was reached in 1947, but there was a decline thereafter.

Beginning in 1952 several significant events brought about a number of innovations and new interest in modern foreign language study. First, Dr. Earl J. McGrath, United States Commissioner of Education, at the Central States Modern Language Teachers Association meeting held in St. Louis, May, 1952, urged language teachers and educators to introduce modern foreign languages in the elementary schools. Second, in the fall of 1952 the Foreign Language Program of the Modern Language Association received a grant from the Rockefeller Foundation for a three year study to determine the role foreign languages should play in American life, to survey the foreign language situation in the United States, to see what could be done to improve it, and to persuade both the public and their own profession that a changed world demanded changed attitudes toward foreign language study. Third, in January, 1953, at the National Conference on the Role of Foreign Languages in American Schools held in Washington, Commissioner McGrath concluded that the teaching of spoken languages could be achieved by an ideal and definite plan for carrying it into practice. Fourth, a resolution of the National Conference on Higher Education of the NEA in March, 1953, recommended teaching modern foreign languages and cultures at all levels of education.

As the United States has assumed greater political, military, scientific, and cultural leadership of the world during the middle of the century, the knowledge of modern foreign languages has become more important than before. The National

Defense Education Act of 1958 signalized recognition of the fact that education is vital to security and that teaching of foreign languages is a matter of national concern. The act provided for a four year program of federal aid which included loans to students in higher institutions; financial assistance for strengthening science, mathematics, and modern foreign language instruction; national defense fellowships; improvement of guidance, counseling, and testing in order to identify and encourage students; and the development of foreign language education, research and experimentation, and statistical service. Consequently, through several provisions of this act, modern foreign language instruction has been strengthened at all levels of education from elementary schools through graduate training. This act has been impressive evidence that the United States Congress was aware not only of the crucial role that a knowledge of foreign languages might play in international understanding, but also of the fact that it was prepared to underwrite a major effort to increase and improve foreign language instruction.

As provisions have been made for modern foreign language programs to continue systematically and uninterruptedly through the elementary grades and junior and senior high schools, the colleges and universities have had to determine the kind of language preparation the entering student has had and the level at which he should continue to study the same language. At the undergraduate level there have been two kinds of concern: the training of the non-language major who will use his language education to meet certain professional needs, to comprehend it or communicate both orally or written, or to understand the psychology, customs, and culture of the people who speak the language,, and the training of the language major who will use his linguistic education as the foundation of his

professional work. At the graduate level the program has included training not only in literary analysis and history of literature but also in philology and linguistics, in effective training for teachers in further improvement of their language skills, in research techniques, in independent work, and in publications of scholarly investigations.

Therefore, in these times of rapid change and increasing attention to the needs of education, curriculums have been planned to emphasize the central concepts of the disciplines and those that explain phenomena in terms of their future state and direction. Accordingly, revision has been continuous as new demands and needs have been made by society. Thus courses of study have been restudied, revised, re-evaluated, and readjusted as changes have evolved.

#### STATEMENT OF THE PROBLEM

The purpose of this study is to survey the modern foreign languages in the curriculums offered at Louisiana colleges and universities and to delineate the changes in requirements and organization that have been made by these institutions during the period from the academic year of 1952-1953 through that of 1961-1962.

#### DELIMITATIONS

This study is limited to the curriculums in which modern foreign languages are involved in fourteen selected colleges and universities of Louisiana for the academic years of 1952-1953 and 1961-1962. These institutions, listed in the Education Directory 1961-1962: Part 3, Higher Education, compiled by the

United States Office of Education, are limited to those that grant degrees and are approved by the Southern Association of Colleges and Secondary Schools and the Louisiana State Department of Education.<sup>1</sup> Institutions confined solely to the preparation of students for the ministry or priesthood are excluded. Also institutions confined primarily to the education of Negroes are not included. Furthermore, two year institutions as the junior colleges and the Alexandria branch of Louisiana State University are not considered in this study.

#### STATEMENT OF IMPORTANCE

In recording this survey concerning modern foreign languages in the curriculums of Louisiana colleges and universities, the changes that have transpired during this decade are depicted. The impetus for these changes has been the national realization that a knowledge of modern foreign languages plays an important role in international understanding for social, political, economic, cultural, military, scientific, and governmental reasons. This study may be considered to have these consequences: (1) to show one aspect of higher education in Louisiana, (2) to provide background information concerning modern foreign languages in the various curriculums with a view toward improvement and overall articulation at all levels of education and even among the institutions of higher education, and (3) to serve as a guide for curriculum planners who desire to compare, revise, evaluate, or adjust their own programs for breadth, depth, prerequisites, and sequence.

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<sup>1</sup> Appendix A.

## DEFINITIONS OF TERMS USED

Several terms are used that pertain to foreign language instruction or that have specific meaning in relation to this study. The following glossary is a convenient reference of these terms as applicable throughout this dissertation.

Basic courses. This term refers to the elementary and intermediate courses in a modern foreign language program that give the student a general foundation in the basic skills and some insight into the culture of the people who speak the language natively.

Basic skills. The usage of this term includes aural understanding, speaking, reading, writing, and linguistic analysis of a foreign language.

Decade. The usage of this word in this study refers to the intervening years between the academic sessions of 1952-1953 and 1961-1962.

Language laboratory. This is one or more rooms which contain electronic and mechanical equipment designed and arranged to facilitate the learning of a foreign language. There are two types of laboratories distinguished in this report: the one called "class system" includes laboratory work scheduled by classes and supervised by an instructor, and the other called "library system" includes laboratory work at the convenience of the student or at scheduled times other than class meetings.

Levels. The term refers to sequential courses of instruction with progressive degrees of difficulty. The designations in this study are elementary

for the beginning college courses in a foreign language, intermediate for the continuation of developing basic skills and knowledge of the language, upper or advanced for courses in language, literature, and civilization in undergraduate programs, graduate for specialized courses in the various language areas toward higher degrees, and service for non-credit courses designed for students preparing to meet the reading knowledge requirement of a foreign language for a graduate degree.

Linguistics. This word denotes the science of language. Linguistic science as used in this study refers to structural or descriptive linguistics as developed in the last two or three decades. Applied linguistics refers to the application of the findings of linguistic science to language teaching and learning.

Methods. The usage of this word refers to instructional approaches to the foreign language. In this study three broad types are included: (1) audio-lingual or oral-aural designed to develop the skills of aural comprehension and speaking followed by pattern practice, reading, and writing; (2) traditional or grammar-translation designed to teach the language through the study of the rules of normative grammar and translation; and (3) eclectic designed to include features of several methodologies, such as, oral practice by reading aloud or questions and answers, use of audio-materials, translation, and rules of normative grammar.

Practices. This term includes: (1) techniques such as requirements for laboratory attendance, collateral reading requirements, types of examinations,

vocabulary building, and use of the language in the classroom that are used in teaching the language; and (2) activities such as movies, club organizations, awards, opportunities for study abroad, and literary publications that enrich the programs.

Professional courses. This term refers to a sequence of courses in education and psychology designed to give preparation and training for the teaching profession in its various phases and aspects.

## METHOD OF PROCEDURE

An examination of each catalogue of the fourteen colleges and universities for the academic years of 1952-1953 and 1961-1962 was made to ascertain these factors: (1) the language offerings, the academic credit hours for each level of courses, certain aspects of instructional methods, and manner of advanced placement; (2) curriculums in which there were language requirements for bachelor degrees; (3) requirements for language majors in the division of Arts and Sciences and for language majors and minors in the division of Education; and (4) graduate requirements in modern foreign languages for both the language major and the non-language major.

Since the catalogues did not always reflect actual conditions, a series of interviews were held with department chairmen or designated representatives in each institution in order to clarify and augment these points: (1) the improvements and innovations within the department during this period; (2) the extent that these changes were influenced by the national trend and by prevailing interest in

modern languages in the Louisiana elementary and secondary schools; (3) the tentative results; (4) contemplations for future developments; (5) weaknesses, if any, of the department; and (6) miscellaneous data pertaining to specific practices of a given institution.<sup>2</sup>

The method of treating the data was a descriptive analysis of the survey of each institution. The general trends and patterns in organization of language offerings, requirements, academic hours, placement, and methods were tabulated and summarized. Conclusions were drawn in order that this study might be used by curriculum planners of institutions of higher education for comparison, evaluation, revision, and adjustment of their own programs.

#### METHOD OF ORGANIZATION

In order to give background information concerning modern foreign languages in curriculums in colleges and universities of the United States, a resume of the development and expansion from the early period to the present is presented in Chapter II. Although this historical survey is not all-inclusive, it provides an overall view of the situation of modern foreign languages in curriculums throughout the years of higher education in the United States.

A review of related research since the National Defense Education Act of 1958 is included in Chapter III to orient the reader in what has been done in recent years concerning the foreign language situation in higher education. The

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<sup>2</sup>Appendix B.



investigations are concerned with studies and surveys, research and experimentation, and development of specialized materials.

A descriptive survey of modern foreign languages in the curriculums of Louisiana colleges and universities in 1952-1953 and 1961-1962 constitutes Chapter IV. The following areas are included: (1) the languages offered; (2) the academic credit hours; (3) certain aspects of instructional methods; (4) procedure for advanced placement; (5) curriculums for non-language majors that have foreign language requirements and for language majors at the undergraduate and graduate levels; and (6) views of representative personnel of the modern foreign language departments at each institution concerning the changes that had transpired during the decade and influences for these changes, the plans for the future developments, weaknesses, and specific practices.

The final chapter is concerned with a summary of the entire investigation and conclusions are drawn that may serve as a guide for curriculum planners who desire to compare, revise, evaluate, or adjust their own programs.

## CHAPTER II

### FOREIGN LANGUAGES IN CURRICULUMS OF AMERICAN COLLEGES AND UNIVERSITIES

For centuries in Europe the language of scholarship had been Latin; however, during the seventeenth and eighteenth centuries great literature in modern language became prominent, and French became the international language of diplomacy and society. Thus it was not surprising that early Americans began to request modern languages in their schools and colleges. Although modern languages were not officially part of the curriculum in the colonial colleges, as at Harvard, tutors were permitted to give private lessons with permission of parents, provided that the instruction did not conflict with the regular college duties and exercises.<sup>1</sup>

#### EARLY DEVELOPMENTS

The purposes of the American colleges founded in the eighteenth century reflected less religious and classical motives and more practical and scientific interests than the earlier ones. In Benjamin Franklin's Proposals Relating to the Education of Youth in Pennsylvania in 1749, he observed that

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<sup>1</sup>George B. Watts, "The Teaching of French in the United States: A History," The French Review, XXXVII (October, 1963), 61.

languages should be taught for all who wanted or needed them, but not compulsory for everyone. The prospective professional occupation should be the determining factor; therefore, he recommended Latin and Greek for those preparing for the ministry; Latin, Greek, and French for those preparing for medicine; and French, German, and Spanish for prospective merchants.<sup>2</sup> Thomas Jefferson proposed unsuccessfully the reconstruction of the curriculum at William and Mary in 1779 along the lines of less classical interest and more secular and practical stress with eight professorships, one being for modern languages. His proposals were realized in the next century.

During the second half of the eighteenth century, several colleges and universities offered or required modern foreign languages in their curriculums. Recent writers of histories of the teaching of French, German, and Spanish in the United States noted several professors of modern foreign languages and made references to them in the college curriculums of this period. Watts cited the following instances:

1. At Harvard, Simon Poulin, who taught French from 1780 to 1782, was allowed for the first time to have fees for instruction collected by the college and to use the college library, and Albert Gallatin, the future Secretary of the Treasury under Jefferson, in 1782 taught French as a required course, replacing Hebrew in the curriculum.
2. At the College of Philadelphia, a Mr. Creamer taught French, Italian, and German in 1754, and Mr. Paul Fook was chosen professor of the French and Spanish tongues in 1766.
3. At the College of New Jersey, President John Witherspoon (1768-1794) taught French as an extra-curricular subject.

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<sup>2</sup>R. Freeman Butts and Lawrence A. Cremin, A History of Education in American Culture (New York: Henry Holt and Company, 1953), pp. 78-79.

4. At King's College, the Reverend John-Peter Tetard was appointed Professor of the French Language in 1784.
5. At Yale, the establishment of a chair of the French language was considered as early as 1778, but it was irregularly taught without official recognition until 1825.
6. At William and Mary, Carlo Bellini was the first holder of the chair of modern foreign languages, teaching French, Spanish, and Italian from 1779 to 1803.
7. At Hampden-Sydney College, according to an official record in 1784 candidates for literary degrees were allowed to substitute a modern language for the established Greek requirement.
8. At Williams College, the corporation in 1793 outlined entrance requirements which permitted the substitution of French for Greek.
9. At the University of North Carolina, French was required from its establishment in 1795.
10. At Union College, students were allowed to substitute a reading knowledge of French for Greek on entrance and to continue the study of French on payment of additional fees.<sup>3</sup>

Zeydel noted the following institutions that offered modern foreign languages, especially German, during this period:

1. At the College of Philadelphia, a German Institute was maintained until 1787.
2. At Salem College, German was introduced in 1771.
3. At Columbia University, Daniel Gross was installed as instructor of German in 1784.
4. At Cokesburg College in Maryland, French and German were recommended in 1785 to be taught when funds were available.
5. At Franklin College, the 1787 charter stipulated that the youths were to be instructed in German, English, Latin, and other learned languages.

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<sup>3</sup>Watts, op. cit., pp. 61-69.

6. At Transylvania College in Kentucky, modern languages were introduced in 1794.<sup>4</sup>

Leavitt made reference to only one in addition to any of those previously mentioned: At Dickinson College in 1780 Claudius Berard was professor of French, Spanish, Italian, and German.<sup>5</sup>

### NINETEENTH CENTURY ADVANCEMENTS

During the nineteenth century as institutions of higher education expanded in both number and course offerings, more departments or schools of modern foreign languages were organized, chairs and special grants were instituted in the older colleges, and new innovations were begun at others. In the expansion movement modern foreign languages were introduced in these selected institutions on the dates indicated:

1800 Middlebury College  
 1803 United States Military Academy  
 1805 South Carolina College  
 1806 University of Georgia  
 1811 Washington College (Washington and Lee)  
 1824 Amherst College  
 1825 Bowdoin College  
 1825 University of Virginia  
 1831 University of Alabama

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<sup>4</sup>Edwin H. Zeydel, "The Teaching of German in the United States from Colonial Times to the Present," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association Foreign Language Research Center, 1961), pp. 286-90.

<sup>5</sup>Sturgis E. Leavitt, "The Teaching of Spanish in the United States," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association Foreign Language Center, 1961), pp. 309-10.

1835 Emory College  
 1837 Mount Holyoke  
 1840 Wheaton  
 1843 The Citadel  
 1845 United States Naval Academy  
 1847 University of Michigan  
 1849 New York Central College (Cornell)  
 1850 University of Wisconsin  
 1853 Contra Costa Academy (University of California)  
 1858 Davidson College  
 1860 Louisiana State Seminary and Military Academy  
 1861 University of Washington  
 1867 Virginia Military Institute  
 1870 Wellesley  
 1876 Johns Hopkins  
 1876 University of Oregon

The majority of the sixty leading colleges and universities required knowledge of a foreign language for entrance by 1884 and two hundred and ten of three hundred and forty colleges had modern foreign language requirements for graduation by 1910.<sup>6</sup>

The movement was furthered by various political and social tendencies of the time, by improved sentiment toward language instruction brought about by Thomas Jefferson, George Ticknor, Henry Wadsworth Longfellow, James Russell Lowell, and Marshall Elliott, and by the development of the elective system of studies.

French support in the American Revolution and diplomatic relations led to the acceptance of French as the language of cosmopolitan society and to the popularity of French philosophy. The American interest in German educational and philosophical thought strengthened the study of German, whereas

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<sup>6</sup>Charles H. Handschin, Modern Language Teaching (Yonkers-on-Hudson, New York: World Book Company, 1940), p. 9.

previously the courses were offered for practical value as a medium of communication with groups of people throughout the country. The study of Spanish received impetus from events within and outside of the United States--acquisition of Spanish territories beginning with the Louisiana Purchase in 1803, commercial interests in South America, and the Latin American revolutions for independence.

In 1815 Abiel Smith made a bequest of \$20,000 to Harvard for a professorship in French and Spanish, the first specific grant for the teaching of modern languages in American educational history.<sup>7</sup> Those who filled this chair had influence on the advancement of teaching modern languages in the colleges and universities. Among these professors were George Ticknor (1819-1835), Henry Wadsworth Longfellow (1835-1854), and James Russell Lowell (1854-1891).

Ticknor advocated organization of departments, more freedom in the choice of studies, and sectioning according to proficiency of the student. On the practical side of teaching his theories of instruction that emphasized the oral approach to living languages, an eclectic method, an acceptance of individual differences among students, and techniques adjusted to different age levels were included in his "Lecture on the Best Methods of Teaching the Living Languages."<sup>8</sup> On the scholarly side, his masterpiece was in three volumes and

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<sup>7</sup>J. R. Spell, "Spanish Teaching in the United States," Twentieth Century Modern Language Teaching, Maxim Newmark, editor (New York: The Philosophical Library, 1948), p. 53.

<sup>8</sup>Henry Grattan Doyle, "George Ticknor," Twentieth Century Modern Language Teaching, Maxim Newmark, editor (New York: The Philosophical Library, 1948), pp. 22-25.

entitled History of Spanish Literature.

Longfellow was selected for a professorship in French at Bowdoin in 1825. At Harvard in 1836 his schedule of duties included supervising the other language instructors and visiting their classes often.<sup>9</sup> His poetical translations and other works influenced by French, Spanish, and German literature brought fame to him, his institution, and his nation.

Lowell's contributions besides his creative writings were serving as editor of the Atlantic Monthly, a plea for the humanities on the occasion of the 250th anniversary of Harvard College, president of the Modern Language Association from 1886 to 1889, and ambassador to Spain.<sup>10</sup>

Thomas Jefferson was an outstanding statesman who recognized the advantages of a knowledge of modern foreign languages for the future citizens of the United States as a valuable aid in international relations. Thus he was influential in introducing modern languages in the course of study at William and Mary in 1779. Based on his conception that the offerings of a republican university should have breadth, utility, and freedom of choice among subject areas, he proposed in 1818 that the University of Virginia should embrace eight separate schools, covering the areas of languages, mathematics, natural philosophy, natural history, medicine, moral philosophy, and law.<sup>11</sup>

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<sup>9</sup>Leavitt, op. cit., pp. 312-13.

<sup>10</sup>Ibid., pp. 313 and 322.

<sup>11</sup>Butts and Cremin, op. cit., pp. 224-25.



Marshall Elliott created the Romance Language Department at Johns Hopkins. This department served as a model of scholarship for many American universities. Elliott initiated seminars for graduate students as early as 1881.

During Charles William Eliot's presidency at Harvard (1869-1909), several factors encouraged and improved the modern language programs both in college and in secondary schools. First, entrance examinations in French and German were inaugurated at Harvard; thus the secondary schools were obliged to raise their standards. Second, with the development of the elective system at Harvard in 1875, more modern languages were offered in the curriculum. Third, President Eliot's speech entitled "Can School Programs Be Shortened and Enriched?" for the 1888 meeting of the National Education Association's Department of Superintendents probably was an important stimulus for the appointment of the Committees of Ten and Thirteen in the 1890's. The former in its report in 1893 listed Latin, Greek, English, German, French, and Spanish, locally among the subjects appropriate for the high schools. The latter in 1899 proposed for college entrance four units in foreign languages.<sup>12</sup>

An additional advancement in the nineteenth century was the organization of the Modern Language Association of America in 1883. The first convention was called because a group from Johns Hopkins and several other colleges realized that such an organization would be an effective way to improve the status of modern language study, that the teachers of modern languages desired to

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<sup>12</sup>Newton Edwards and Herman G. Richey, The School in the American Social Order (Boston: Houghton Mifflin Company, 1947), pp. 739-40.

improve their academic status, to win public esteem for their work, to develop scholarship in their field, and to have a publication which would furnish a medium for American scholarship, and that modern languages previously were held in slight regard, whereas the classics were considered essentials of education.<sup>13</sup>

Through the years the association had several committees and commissions whose reports had much influence on policies and methods of teaching foreign languages. In 1898 the Committee of Twelve in cooperation with the National Education Association made its report on aims and ideal preparation of modern language teachers. They considered that the immediate objectives leading to the ultimate objective of reading ability were training in grammar, in translation, and in composition.<sup>14</sup> They formulated the following ideals for the preparation and qualifications of teachers of modern languages: (1) to have the ability to teach; (2) to have general personal culture; (3) to have practical command of the language whether to write a short essay without gross errors or to carry on ordinary conversation without painful embarrassment; (4) to have solid knowledge of the literature, having read the principal works of great writers, having taken general history of the literature, and being able to read modern literature easily; (5) to pronounce intelligently and with reasonable accuracy, and (6) to have first hand acquaintance with the specific foreign life with residence abroad desirable.<sup>15</sup>

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<sup>13</sup>Watts, op. cit., p. 138.

<sup>14</sup>Algeron Coleman, The Teaching of Modern Foreign Languages in the United States (New York: The Macmillan Company, 1929), p. 7.

<sup>15</sup>C. M. Purin, The Training of Teachers of Modern Foreign Languages (New York: The Macmillan Company, 1929), p. 37.

## INFLUENCES OF THE FIRST HALF OF THE TWENTIETH CENTURY

The reports of the Committees of Ten and Twelve were influential and were respected for many years concerning questions of aims, content, and methods for modern language instruction. Throughout the first half of the twentieth century there were studies, surveys, new programs, organizations, research, and experimentation to further the modern foreign languages to meet the needs of the time.

After the editors of the Publications of the Modern Language Association discontinued publishing pedagogical articles, there was a strong feeling that there was a need for a national journal devoted to teaching modern languages on the secondary school and college levels and an organization which represented these instructors and all the languages that they taught. For this purpose regional associations began the formulation of the National Federation of Modern Language Teachers Associations in 1916 and completed its organization in 1919, after World War I. The Modern Language Journal was its official publication, devoted primarily to methods, pedagogical research, and topics of professional interest to all language teachers.

After World War I, the standing of foreign languages in curriculums suffered a loss of prestige and popularity not only because of the war but also because of the introduction of vocational subjects. Therefore, there was concern about the prevailing conditions.

Through the cooperation of a group of interested members of the profession, the Carnegie Corporation for financial support, and the American

Council on Education for sponsorship, the Modern Foreign Language Study was authorized and made in 1924. The reports of the Study were published in seventeen volumes. They dealt with testing, prognosis and achievement, a laboratory study of the reading of modern foreign languages, enrollments in secondary schools and colleges, the teaching and history of foreign languages in schools and colleges, the training of teachers, and specialized idiom lists and word books in French, German, and Spanish.<sup>16</sup>

Whereas reading was the objective in teaching modern languages in the preceding study, some members of the National Federation of Modern Language Teachers Associations had advocated more stress on teaching languages for practical value because it was generally admitted after the war that a knowledge of the life and thoughts of foreign nations and speaking ability would have been more desirable and useful.<sup>17</sup>

The conflict within the profession on methodology continued for a decade or more. Research and experimentation were continued in the 1930's. The American Council on Education carried out limited studies on modern foreign languages by appropriations from the Carnegie Foundation and Corporation. The National Federation of Modern Language Teachers Associations authorized a survey in 1934. Tharp summarized the findings and noted that

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<sup>16</sup>Publications of the American and Canadian Committees on Modern Languages. 17 vols. (New York: The Macmillan Company, 1929).

<sup>17</sup>Charles R. Handschin, Methods of Teaching Modern Languages (Yonkers-on-Hudson, New York: World Book Company, 1923), p. 448.

course planning, curricular changes, and changes in method were more prevalent than formerly.<sup>18</sup>

W. V. Kaulfers in reports on Stanford Language Arts Investigations and in his volume Modern Languages for Modern Schools expressed the trend of "helping young people to grow in ability to use a foreign language for worthy life purposes."<sup>19</sup> His preoccupation was with psychological and sociological foundations of language learning in order that the study of these languages, their literature, and culture might serve as more constructive and functional purposes in education for the needs of the time.

The Second World War brought about the realization that persons who could understand and use languages other than English were needed. During the early years of the war, the American Council of Learned Societies, anticipating a growing strategic need for foreign tongues, began to organize the Intensive Language Program.<sup>20</sup> Soon afterwards the Joint Army and Navy Committee on Welfare and Recreation drew upon this program to organize classes under the Army Specialized Training Program (ASTP) in various languages. Some of the characteristics of the ASTP classes were:

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<sup>18</sup>J. B. Tharp, "Third Annual Survey of Research and Experimentation in Modern Foreign Language Teaching," The Modern Language Journal, XXI (October, 1936), 36-41.

<sup>19</sup>Walter Vincent Kaulfers, Modern Languages for Modern Schools (New York: McGraw-Hill Book Company, Inc., 1942), p. viii.

<sup>20</sup>Jacob Ornstein, "Structurally Oriented Texts and Teaching Methods Since World War II: A Survey and Appraisal," The Modern Language Journal, XL (May, 1956), 213.

1. Large number of class or contact hours each week.
2. Smallness of classes, rarely exceeding 10 students.
3. Use of native or bilingual speakers as informants or drillmasters.
4. Extensive use of audio-visual aids.
5. Emphasis on the presentation in non-technical terms, of the phonology of the target language, using the student's native tongue as point of departure.
6. Relating of the language to the culture of its speakers, here again attempting to utilize the student's own culture as point of reference. This phase was often conducted within the framework of "area study."<sup>21</sup>

In 1943 Civil Affairs Training Schools (CATS) were instituted to train personnel for area and language and application of military government principles to situations that would be encountered in the occupied area.

The so called "Army Method" had a tremendous impact on modern foreign language teaching at secondary and college levels in the following years. The Commission on Implications of Armed Services Educational Programs appointed by the American Council on Education presented a report on what the armed services did in time of war and also what the civilian institutions were doing to implement the lessons of wartime training for the civilian students. The report established: "(1) the validity of the oral approach to language study for practical purposes, (2) the fruitfulness of concentration on the study of an area, and (3) that certain educational gains are achieved by the intensive study of area and language in a combined

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<sup>21</sup>Ibid., p. 214.

program."<sup>22</sup> In the conclusions many questions still would have to be answered by experimentation; however, the challenge had been undertaken in definite objectives for language study and interdepartmental cooperation for area studies.

Several contributions to teaching modern foreign languages were furthered during the first half of the twentieth century. The Middlebury Summer Language Schools were devoted to thorough training in both spoken and written use of the foreign languages. Other colleges and universities instituted similar schools. Although Americans had studied abroad since colonial days, European study for undergraduate credit became possible with the Delaware Junior Year Abroad program in 1923. Other institutions inaugurated junior year programs in several countries in Europe and Mexico. Some university departments encouraged spoken foreign languages by means of special houses for interested students.

The language laboratory might be considered as old as the phonograph, for some instructors had used recordings for listening purposes. Developments at various institutions were instigated. However, the first fully equipped laboratory housed in a room other than a classroom was the one of 126 positions at Louisiana State University, where the Romance Languages Department stressed the aural-oral aspects of French and Spanish, and the Germanic

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<sup>22</sup>Robert John Mathew, "Language and Area Studies in the Armed Services," Commission on Implications of Armed Services Educational Programs (Washington: American Council on Education, 1947), p. 165.

and Slavonic Languages Department used the equipment to strengthen reading ability, not conversational ability.<sup>23</sup> The Federal government inaugurated special schools for foreign language training--namely, the Army Language School at the Presidio of Monterey, the Navy Language School at Anacostia, and the Foreign Service Institute in the Department of State.

### DEVELOPMENTS AFTER MID-TWENTIETH CENTURY

At mid-century and afterwards the value of language study, objectives, content, methodology, research, and experimentation began to be more prevalent, for various agencies and citizens became more sensitive to the needs of communication in a changed world as an issue of national importance. Among some of the organizations and groups that abetted the promotion and improvement of instruction in modern foreign languages programs were the Modern Language Association, the United States National Commission for UNESCO, the American Association of School Administrators and the Department of Classroom Teachers of NEA, Congress, and the United States Office of Education.

Beginning in 1952 the Modern Language Association organized itself to discover and to meet its new responsibilities to American society, and this move coincided with a growing public awareness that language study was being neglected in American education.<sup>24</sup> A grant of \$120,000 from the

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<sup>23</sup>Watts, op. cit., p. 129.

<sup>24</sup>William R. Parker, "The National Interest and Foreign Languages," The United States National Commission for UNESCO (Third edition; Washington: U. S. Government Printing Office, 1961), p. 8.



Rockefeller Foundation in 1952 made its Foreign Language Program possible. The purpose of the three year study was to determine the role foreign languages should play in American life, to survey the foreign language situation in the United States, to see what could be done to improve it, and to persuade both the public and its own profession that a changed world demanded changed attitudes toward foreign language study.<sup>25</sup> An additional grant was made to continue the study from 1955 to 1958, and also staff members were paid by funds from the Carnegie Corporation and Ford Foundation. During this period the members of the Foreign Language Program published about sixty Bulletins and four Reports that contained news of developments, statistics on enrollments and on requirements for college entrance and for graduation, materials and suggestions for practical help to teachers, and useful bibliography.

Also in 1952 at the Central States Modern Language Teachers Association meeting in St. Louis Earl J. McGrath, then United States Commissioner of Education, urged language teachers and educators to introduce foreign languages in the elementary schools and to promote them at other levels. In January, 1953, he summoned a National Conference on the Role of Foreign Languages in American Schools, bringing together persons of diverse educational and lay interests. To begin languages in the elementary grades was strongly recommended to attain the goal of extending the opportunity for continuous and progressive study of modern languages through all levels of education.

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<sup>25</sup>William R. Parker, "Report on the Foreign Language Program," Publication of the Modern Language Association of America, LXIX (March, 1954), 12.

Although teaching foreign languages in elementary schools was not entirely a new idea, the movement became known as FLES in 1953. Thereafter those involved in FLES prepared syllabi and guides, experimented with techniques of methodology, and set up pilot classes. In all cases the audio-lingual method was used to make the language live purposefully, socially, and artistically for the children as an essential part of a long sequence toward mastery.<sup>26</sup>

In 1955 the Steering Committee of the Foreign Language Program of the Modern Language Association of America prepared a statement concerning the preparation for secondary school teachers of foreign languages. Minimal, good, and superior qualifications and manner of testing were included in seven areas: (1) aural understanding, (2) speaking, (3) reading, (4) writing, (5) language analysis, (6) culture, and (7) professional preparation.<sup>27</sup> In addition those who subscribed to the statement hoped that the teacher of foreign languages would have the personal qualities for making an effective teacher, had received a well-balanced education, including a knowledge of American culture, and had received the appropriate training in professional education, psychology, and secondary methods.<sup>28</sup>

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<sup>26</sup>Manuel H. Guerra, "'Old Styles' and 'The New Look' in Foreign Languages," The Modern Language Journal, XLI (January, 1957), 16.

<sup>27</sup>Appendix C.

<sup>28</sup>Parker, "National Interest and Foreign Languages," op. cit., p. 156.

The Modern Language Association's preliminary investigations and research in foreign languages through its Foreign Language Program and Parker's booklet "National Interest and Foreign Languages" that served as chief discussion paper on language needs in government agencies were influential in formulating various titles of the National Defense Education Act of 1958.<sup>29</sup> This act presented the language teaching profession with an unparalleled opportunity to improve the quality and status of modern foreign language teaching in the United States. It signalized a growing recognition of the fact that education is vital to security; therefore, the teaching of foreign languages is a matter of national as well as state and local concern. The act provided for a four year program of federal aid which included loans to students in higher institutions; financial assistance for strengthening science, mathematics and modern language instruction; national defense fellowships; improvement of guidance, counseling, and testing in order to identify and encourage able students; and development of foreign language education, research and experimentation, and statistical services.<sup>30</sup>

Title VI of this act was designed to correct deficiencies in methods and materials by strengthening modern foreign language instruction at all levels of education from elementary schools through graduate training.<sup>31</sup>

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<sup>29</sup> Zeydel, op. cit., p. 303.

<sup>30</sup> LFLTA News-Letter, "The National Defense Education Act of 1958," VIII (October, 1958), 7.

<sup>31</sup> Kenneth W. Mildenberger, "Three Years of Language Development Program (NDEA) Title VI," The Modern Language Journal, XLV (November, 1961), 289.

The Language Development Section administered the Language Institutes for in-service elementary and secondary teachers. These Institutes offered opportunities for elementary and secondary school teachers of modern foreign languages to improve their preparation. The teacher trainees had intensive work in language practice that included listening comprehension, speaking, reading, and writing; in applied linguistics; in the culture of the countries where the language was spoken; in practical experience with the language laboratory; and in professional training for the new teaching techniques and materials.

The Foreign Language Program of the Modern Language Association continued its studies until 1958 with a supplementary grant from the Rockefeller Foundation. Since that time the Research Staff of the Foreign Language Program has made surveys and prepared statistical studies in partial fulfillment of a contract under the National Defense Education Act with the United States Office of Education.

The Modern Language Association's Center for Applied Linguistics was established in Washington in 1959. The purpose of this center was to serve as a clearing house and informal coordinating body in the application of linguistic science to practical language problems. The development of linguistic science became more prevalent in the last two or three decades, although American scholars had traced Indian languages and cultures in this fashion for years. The tenets of modern linguistic science were that it could aid language teaching by these means: (1) scientific analysis of basic sounds and grammar in terms of inflections, constructions, sentence types, and

functioning rules determined by analysis of utterances; (2) study of contrasts between the native language and the one being studied; (3) study of the physiology of sound production; and (4) considerations of the nature of the language itself, primarily as a spoken communication.<sup>32</sup>

During this period as enrollments increased in the elementary and junior and senior high schools, colleges and universities had to revise content, method, objectives, and requirements for their courses and curriculums. Since 1952 there was a trend toward restoration or institution of language requirements for the bachelor's degree in some institutions and strengthening or extending former degree requirements in others. Language entrance requirements varied from no units to four units in one language or three years of one language and two years of one language and two years of another.<sup>33</sup> A major concern of departments of foreign languages consequently was placement of incoming students with varying degrees of preparation. Proficiency tests both oral and written were devised to determine the level at which the student should continue the same language according to his ability. Another concern of the language departments was the revision of elementary courses according to new objectives, content, method, and contact hours.

The curriculum for language majors at the undergraduate level was improved at many institutions of higher learning to cover the three interrelated

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<sup>32</sup>Parker, "National Interest and Foreign Languages," op. cit., pp. 74-75.

<sup>33</sup>Ibid., p. 39.

and overlapping principles of language, literature, and civilization. Certification of teachers of modern foreign languages varied widely; some states strengthened their requirements, others made no change, and few made any designation of audio-lingual competency. The range of hours of language study for teacher certification fluctuated from thirty-six to twelve hours as a minimum.<sup>34</sup> In recent years an increasing number of institutions permitted and encouraged or sponsored an academic year abroad. In 1961 according to the Modern Language Association report on "Language Learning in American Colleges and Universities," there were 117 institutions of higher education with foreign language programs abroad.<sup>35</sup>

In graduate schools the programs for language majors began to include not only training in literary analysis, history of literature, linguistics, and philology but also training for apprentice-teachers with more time devoted to advisement, direction, supervision, and development of the students' potentialities. The reading knowledge of foreign languages for advanced degrees formerly was considered as a necessary tool for scholarly research; however, in more recent years institutions had to offer courses as "scientific German" or "French for graduate students" in order that students might meet the requirement of passing a reading knowledge examination.

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<sup>34</sup>Anna Balakian, "Certification Requirements for Modern Foreign Language Teachers in American Public Schools (1959-60)," PMLA, LXXVI (May, 1961), 21-22.

<sup>35</sup>Watts, op. cit., p. 102.

New curriculum programs on both undergraduate and graduate levels included those for area studies and elementary school teachers of foreign languages. The former expanded with more rapidity than the latter. The area studies usually included combinations of interdepartmental offerings already in existence, such as the major language of the area, the social, economic, and political problems along with the history and culture of the people, and the interrelationship of these factors; others expanded their programs interdepartmentally.

### SUMMARY

The development of modern foreign languages in the curriculums of colleges and universities of the United States from colonial times to the present was presented in order to give the background of the trends throughout the history of American higher education. Furthermore, the data were included in order to give point to the subsequent chapter on modern foreign languages in the colleges and universities of Louisiana.

In the eighteenth century modern foreign languages were recommended for practical purposes at some institutions, were offered as substitutes for classical languages at others, and were taught as extra-curricular subjects by tutors at others.

During the nineteenth century the number and course offerings of institutions of higher learning were expanded; more departments of modern foreign languages were organized; and chairs and special grants were established.

The movement for modern foreign languages was furthered by the social and political conditions of the time and by the influence of Jefferson, Ticknor, Longfellow, Lowell, Elliot, Eliot, and the Committees of Ten, Twelve, and Thirteen. The Modern Language Association of America was organized with purposes that have prevailed through the years.

During the first half of the twentieth century instruction of modern foreign languages was greatly influenced by the two world wars, by conflict of objectives and methods among the members of the profession, and by the studies and surveys of the Modern Foreign Language Study, the National Federation of Modern Language Teachers Associations, and the Commission on Implications of Armed Services Educational Programs. For contributions to instruction of the spoken language several innovations were originated--namely, summer language schools, language houses, junior year abroad programs, and language laboratories.

The instructional programs at all levels of education after mid-century until the present were affected by the realization that language study was necessary for national interest and welfare, by the FLES movement, and by the National Defense Education Act of 1958. Consequently, language requirements, curriculums, course offerings, methods, and placement on entrance at the colleges and universities were revised.

Throughout the history of modern foreign languages in the curriculums of American colleges and universities, changes, innovations, and improvements were noted. Popularity and unpopularity were observed from century to century.



Methods, objectives, and content were altered to meet the needs of the given time.

## CHAPTER III

### REPORTS OF PREVIOUS INVESTIGATIONS

Since the National Defense Education Act of 1958, research concerning the status of modern foreign language teaching and learning assumed greater proportions than previously. The purposes were to survey the language situation in the United States at all levels of instruction and to seek ways to improve the conditions in order to serve national needs and goals of attaining skills in speaking, understanding, reading, and writing modern foreign languages. The work of earlier committees, conferences, and commissions were reported in the previous chapter. Although the later investigations pertained to foreign language teaching and learning from elementary schools through college, only representative studies concerning higher education are included in this chapter in order to point out national trends, findings, and recommendations. The studies and surveys, research and experimentation, and development of specialized materials as reported here were made pursuant to contracts with the United States Office of Education, Department of Health, Education, and Welfare as part of the Language Development Program of the National Defense Education Act or by other commissions and associations.

### STUDIES AND SURVEYS

The Modern Language Association under contract with the United

States Office of Education, Department of Health, Education, and Welfare has made numerous surveys and studies on the status of modern foreign language teaching and learning. The studies pertaining to higher education covered these areas: (1) enrollment in colleges and universities; (2) language requirements for college entrance, for the B. A. degree, and for certification of modern foreign language teachers; (3) faculties and preparation of teachers; and (4) aspects and practices in teaching modern foreign languages in colleges and universities.

Surveys of enrollment in modern foreign languages were made in three reports: (1) "Modern Foreign Language Enrollments in Four-Year Accredited Colleges and Universities, Fall 1958 and Fall 1959" by Vamos, Margulis, and White; (2) "Modern Foreign Language Enrollments in Four-Year Colleges and Universities" by Vamos, Harmon, Fischer-Lorenz, and White; and (3) "Modern Language Teaching in Junior Colleges, Fall 1959, Fall 1960" by Childers and Bell.

The first report based on information received from 1,039 institutions of higher education was recorded in survey tables state by state, language by language, and institutions within each state. In commenting on the report, those who compiled the material stated:

The present report shows that there were enrollment and per cent gains during the one year interval from the fall of 1958 to the fall of 1959 in the five principal modern foreign languages taught in 1,039 four-year institutions of higher learning in the United States.

The overall increase in modern foreign languages was 58,316 or 13.7 per cent, which is considerably larger than the total "degree-credit

student" increase in the 1,039 colleges and universities covered in this report, which was 93,020 or 3.8 per cent.<sup>1</sup>

The second report presented enrollment data in 1,206 four-year institutions for the fall of 1960 and comparison of these data with those from the former report. The research staff listed these highlights:

1. There were over a half million enrollments (558,848) in modern foreign languages in 1,206 four-year colleges and universities in the United States in Fall 1960, distributed among French (37.7 per cent), Spanish (28.4 per cent), German (24.4 per cent), Russian (5.2 per cent), Italian (1.9 per cent), and "critically needed languages" (2.4 per cent).
2. Modern foreign language enrollments continued to increase at a greater rate than institutional enrollments (12.4 per cent versus 6.5 per cent).
3. Graduate enrollments in modern foreign languages have gone up from 4.9 per cent of the total graduate school population in 1959 to 5.6 per cent in 1960. This is an encouraging trend upward, but if the national need of modern foreign languages is to be met, additional efforts are necessary.
4. Russian enrollments in 1960 increased 11.2 per cent over 1959 enrollments, an indication that the 56.5 per cent increase of 1959 over 1958 is stabilizing.
5. Enrollments in critically needed languages, such as Arabic, Chinese, Polish, etc., were reported in 38 states and the District of Columbia, and they accounted for 2.4 per cent of the total modern foreign language enrollments in 1960. The increase in enrollment in critically needed languages from 1959-1960 (4.1 per cent) is more than twice that from 1958 to 1959, which shows, perhaps, the stimulus of the NDEA.

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<sup>1</sup>Mara Vamos, Harry Margulis, and Frank White, "Modern Foreign Language Enrollments in Four-Year Accredited Colleges and Universities, Fall 1958 and Fall 1959," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association Foreign Language Research Center, 1961), p. 49.

However, the actual numbers of students enrolled in most of the 59 languages included in this category are well below 100.<sup>2</sup>

The third report on enrollment concerned data from 578 junior colleges. Statistical tables depicted summaries of total student enrollments and modern foreign languages in accredited junior colleges in the fall of 1959 and the fall of 1960 by states and by languages. The researchers summarized the data as follows:

Modern foreign language enrollments in accredited junior colleges of the United States were 44,809 in the fall of 1959 and 51,570 in 1960, a 15.1 per cent increase. During the same interval, from the 474 institutions which reported modern foreign language data, the degree-credit student enrollment rose from 370,986 to 416,522, an increase of 45,536 or 12.3 per cent.

Enrollments in modern foreign languages constituted 12.1 per cent of the total degree-credit students in 1959 and 12.4 per cent in 1960. Spanish, French, and German were the principal languages taught, accounting for 95 per cent of the total enrollments in modern foreign languages.<sup>3</sup>

Two surveys concerned with requirements in modern foreign languages were made by the Modern Language Association pursuant to contract with the United States Office of Education. These two were "Foreign Language Entrance and Degree Requirements for the B. A. Degree in Accredited Colleges and Universities" by Jeanine P. Plottel and "Certification Requirements for

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<sup>2</sup>Mara Vamos, John Harmon, Hannelore Fischer-Lorenz, and Frank White, "Modern Foreign Language Enrollments in Four-Year Colleges and Universities, Fall 1960," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association Foreign Language Center, 1961), p. 91.

<sup>3</sup>J. Wesley Childers and Barbara Bates Bell, "Modern Foreign Language Teaching in Junior Colleges, Fall 1959, Fall 1960," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association Foreign Language Center, 1961), p. 43.

Modern Foreign Language Teachers in American Public Schools (1959-60)"

by Anna Balakian.

Plottel made the sixth revision of statistics on foreign language entrance and degree requirements for the B. A. degree in 1960. Of the 899 colleges included in the survey 284 had foreign language entrance requirements. The data showed that there was not any significant trend to strengthen existing requirements, that only forty-nine colleges required more than two units in one language, that eleven had entrance requirements but no requirement for a degree, and that average degree requirement continued to be the completion of the intermediate level course.<sup>4</sup>

Balakian made a three part survey of certification requirements of modern foreign language teachers: the first with state certification standards in secondary schools, the second with municipal standards of teacher certification in secondary schools, and the third with certification of teachers of foreign languages in the elementary schools (FLES).<sup>5</sup>

From the survey of the first part she noted:

1. The lowest number of hours required for state certification was twelve and the highest was thirty-six.
2. Eight states were actively working at raising standards.
3. Specific plans were before boards in nine states.

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<sup>4</sup>Jeanine Parisier Plottel, "Foreign Language Entrance and Degree Requirements for the B. A. Degree in Accredited Colleges and Universities," PMLA, LXXV (September, 1960), 14.

<sup>5</sup>Balakian, op. cit., pp. 20-25.

4. Sixteen were studying the possibility of raising standards.
5. Many boards emphasized that the present figure was only a minimum.
6. The responsibility for accreditation and for competence of applicants was shifting from the state boards of certification to institutions of higher education.

In the second part of the survey she found that the standards of certification in twenty-two municipalities were in excess of the minimum state requirements; that twelve cities had written examinations to test language proficiency; that thirteen required oral examinations to test audio-lingual proficiency; and that others required letters attesting to competency.<sup>6</sup>

The third survey showed that eight states had the same certification requirements for FLES teachers as for secondary school teachers; that five had special and emergency certification; that nine required elementary certification plus that of the foreign language; that nine endorsed secondary certification for FLES; that fourteen had plans for certifications; and that fifteen had no requirements and no plans.<sup>7</sup>

The Modern Language Association under contract with the United States Office of Education made three studies concerning faculties of colleges and universities and preparation of teachers of modern foreign languages. The reports of these surveys were "Modern Foreign Language Faculties in Colleges and Universities" by Vamos and Harmon, "Teacher Education Curricula in Modern Foreign Languages" by Childers, Bell, and Margulis, and "The Preparation of College Teachers of Modern Foreign Languages" by MacAllister.

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<sup>6</sup>Ibid., p. 26.

<sup>7</sup>Ibid., p. 31.

Vamos and Harmon reported on a census of modern foreign language teachers in 1,052 degree-granting institutions for the academic year 1959-1960 from fifty states, the District of Columbia, and Puerto Rico. Of these institutions 1,003 were accredited by a regional accrediting association and 49 by a professional accrediting agency. The national total was 8,738 teachers. The tables indicated totals in number of foreign language teachers, type of employment, type of courses taught, position, and specific language by state and by regional groups.<sup>8</sup>

From data submitted by 758 general colleges, liberal arts colleges, universities, and teachers colleges, Childers, Bell, and Margulis compiled information concerning teacher preparation in 1959-1960. Some of their findings were:

1. Teacher-preparation curricula for prospective modern foreign language teachers is offered in two out of three institutions of higher learning.
2. Liberal arts colleges and private and state colleges and universities prepare almost all of the teachers of modern foreign languages.
3. Among the institutions, there is a growing cooperation between departments of modern languages and education.
4. Methods courses are usually taught by specialists in modern foreign languages.
5. The potential teacher candidate is not usually required to take courses in a second language, but may elect to do so.

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<sup>8</sup>Mara Vamos and John Harmon, "Modern Foreign Language Faculties in Colleges and Universities," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association Foreign Language Center, 1961), pp. 135-52.



6. Nearly 80 per cent of the graduate schools which prepare modern foreign language teachers test the audio-lingual competency of their candidates.<sup>9</sup>

As the result of two conferences sponsored by the Foreign Language Program of the Modern Language Association and supported by the United States Office of Education, MacAllister prepared and edited the report on the preparation of college teachers of modern foreign languages. Based upon the assumption that the graduate assistants need training in the art of teaching before or during their first teaching experience, the conferees proposed that the graduate program should include the following:

1. Continuing formal training in the major language.
2. Training in the principles of language teaching and learning.
3. Training in the principles of linguistic analysis.
4. Training in the principles of cultural analysis.
5. Training in the presentation of literature to undergraduates.<sup>10</sup>

The conference set up guidelines for seminars for colleges teachers to improve the teaching of modern foreign languages to undergraduates.

Aspects concerning language learning were surveyed by Vamos, Harmon, White, and Fischer-Lorenz for a report to the United States Office of Education.

The Modern Language Research staff noted the following data from 922 institutions:

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<sup>9</sup>Wesley Childers, Barbara Bell, and Harry Margulis, "Teacher Education Curricula in the Modern Foreign Languages," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association Foreign Language Center, 1961), pp. 156-57.

<sup>10</sup>Archibald T. MacAllister, ed., The Preparation of College Teachers of Modern Foreign Languages (New York: Modern Language Association, 1963), pp. 26-29.

1. Degrees granted with a major in modern foreign languages during the academic year 1958-1959 totaled 5,716.
2. In the next academic year, 21,995 students were reported enrolled as modern foreign language majors.
3. More than 400 language department chairmen reported a shortage of teachers in at least one language in the fall of 1959.
4. As of the spring 1960, 549 had language laboratories; 40 institutions reported a total of 73 foreign language residential houses; and 117 institutions had foreign language programs abroad.
5. Between 1955 and 1960 curricular additions of modern foreign languages totaled 481 and subtractions totaled 52.
6. Another factor that developed in the survey questionnaire was the notation of the interest of college and university administration and faculties in the teaching of modern foreign languages and their cooperation with the language departments.<sup>11</sup>

Other aspects of language teaching and learning were included in special histories of teaching German, Spanish, and French in the United States.<sup>12</sup> In addition these histories included references to associations, texts, and techniques for teaching these modern foreign languages.

Among the surveys and studies made by other agencies were two dealing with contact hours in beginning courses and coordination from elementary school through college.

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<sup>11</sup>Mara Vamos, John Harmon, Frank White, and Hannelore Fischer-Lorenz, "Language Learning in American Colleges and Universities: Data on Degrees, Majors, and Teaching Practices," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association Foreign Language Center, 1961), pp. 127-33.

<sup>12</sup>Zeydel, op. cit., pp. 285-308; Leavitt, op. cit., pp. 309-26; and Watts, op. cit., pp. 11-165.

Mayo's study was concerned with the inadequacy of time and facilities allotted to the first year of language study. From her study of forty institutions, thirty in New York and ten in other states, she found that thirty offered more than three hours of classwork, thirty-five indicated that laboratory facilities were provided, but only twenty-nine made attendance mandatory.<sup>13</sup>

The Modern Language Panel of the Greater Pittsburgh Region to the Regional Commission on Education Coordination was concerned with articulation among the various levels of education. Suggestions for a continuous program uninterrupted and systematic from elementary through senior high school were proposed. The concern at the college level would then pertain to entrance requirements, placement, the training for the language major and the non-language major, the graduate programs, and the development of skills for the prospective teacher in order that language teaching would become increasingly effective.<sup>14</sup>

## RESEARCH AND EXPERIMENTATION

Several projects designed to improve instruction in modern foreign languages through research and experimentation were performed pursuant to contracts with the United States Office of Education as part of the National

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<sup>13</sup>Helen N. Mayo, "Class, Laboratory, and Credit Hours in Beginning Modern Languages," The Modern Language Journal, XLVII (January, 1963), 23-25.

<sup>14</sup>J. Kolbert and J. A. Mastronie, "A Continuum Concept in Modern Languages," The Modern Language Journal, XLVI (November, 1962), 315-21.

Defense Language Development Program. The ones pertaining to higher education include those having to do with effective teaching methods, reconstruction of undergraduate curriculums, under-achievement in learning, and correlation of oral competency and grades. Other projects have been initiated but not completed in report form.

Two experiments were conducted on the development of more effective methods of teaching foreign languages by making more extensive use of electro-mechanical aids. Both projects were in elementary German classes: one at Louisiana State University with Lewis as the principal investigator and the other at Oberlin College with Reichard as the coordinator. Both investigators hypothesized that by using electro-mechanical aids a teacher could extend himself quantitatively by increasing the number of students taught or qualitatively by doing more for the original number of students. Lewis used the qualitative approach and Reichard the quantitative.

Lewis used the material from his textbook, Deutsch Eins: A Totally Integrated Lab-Class Approach, for one of the experimental classes using the laboratory exclusively; another experimental section used the same material in class, with non-audio-lingual homework; and the control group followed the usual class-laboratory procedure.<sup>15</sup> The results of testing indicated that there were no significant differences in the achievements of the experimental and control groups.

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<sup>15</sup>Earl N. Lewis, Experimentation in the Development of More Effective Methods of Teaching Foreign Languages by Making Extensive Use of Electro-Mechanical Aids (Baton Rouge: Louisiana State University, 1961), pp. 3-4.

Reichard used laboratory material that alternated between active and passive approaches with more cultural materials than pattern drills while the other half of the experimental group attended class; the procedure of sections was alternated three times weekly. The conclusion was reached that one instructor can teach approximately fifty elementary German students at the same time without impairing the quality of student accomplishment by using electro-mechanical aids extensively in coordination with classroom activity.<sup>16</sup> Consultants in German, Psychology, and Education, and comparative test results attested the merits of this method of teaching.

Since it was generally an accepted fact that electro-mechanical aids would improve foreign language learning by increasing the student's contact hours with the new language, the problem of listening and imitating sounds became a subject for research. Two such projects were undertaken by Lane and Schneider on self-shaping echoic behavior and Mueller and Leutenegger on inferences of the oral approach on course drop-outs.

Based on the definition that self-shaping echoic behavior is imitation and reenforcement of progressive approximations to the desired response, Lane and Schneider summarized their experiments using six methods of self-shaping as follows:

1. During self-shaping, in which subjects imitated repeated presentations of a Thai toneme, the duration and pitch slope of echoic vocal responses stabilized at some value. This "steady state" did not necessarily have the same parameter values as those of the discriminative stimulus.

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<sup>16</sup>Joseph R. Reichard, Experimentation in the Development of More Effective Methods of Teaching Foreign Languages by Making Extensive Use of Electro-Mechanical Aids (Oberlin, Ohio: Oberlin College, 1962), p. 11.

2. Discrimination training, in which the target toneme was contrasted with segments of the same form but different durations and pitch slopes, did not lead to a marked improvement in echoic accuracy.
3. Echoic responding with delayed auditory feedback was not more accurate than in the absence of this feedback.
4. When the methods of discrimination training and delayed auditory feedback were both introduced, a small improvement in echoic accuracy was noted.
5. Presenting the pitch slope and duration parameters of each response in an analog display led to an improvement in echoic responding that was maintained following the removal of the display.
6. The most effective method for self-shaping of response duration involved the use of a digital display. Echoic accuracy was highest and variability least when the display was present, and directly following its removal. Accuracy was poorest and variability greatest during the pre-test in which both the auditory stimulus and the display were removed. The efficacy of the technique is attributed to the simplification of the discriminative task required in self-shaping.<sup>17</sup>

Mueller and Leutenegger had investigated the correlation between the ease of foreign language learning and auditory aspects as measured by Seashore Measures of Musical Talents. From the two French classes conducted in that experiment they found that drop-outs amounted to more than the normal 25 per cent. Of the students in the class which used textbooks 30 per cent dropped out, and in the one which emphasized aural and oral performance, 40 per cent. Fourteen of the sixteen drop-outs attended class only one week. Interviews with the students revealed that five objected to the oral approach without visual help, six considered the course was too time consuming, three indicated their course

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<sup>17</sup>Harlan Lane and Bruce Schneider, "Methods of Self-shaping Echoic Behavior," The Modern Language Journal, XLVII (April, 1963), 160.

load was too heavy, and one felt his grades were poor.<sup>18</sup> The researchers noted that audio-lingual learning might be a frustrating experience for those students who had little or no training in oral perception or in oral memory.

Experimental reconstruction of a foreign language curriculum was made at Tulane University with Smither and Woods as investigators under contract with the United States Office of Education. The purpose of the project was to revise the four-year curriculums in French and Spanish so that the majors might attain at least minimal rating on applicable parts of the Modern Language Association's Proficiency tests for foreign language teachers. Teaching techniques were included in the experiment. Further details may be observed in Chapter IV under the section entitled "Tulane University."

Achievement has been another factor for experimental research authorized by the Language Development Program of the United States Office of Education. Mueller reported on the correlation of oral competency and grades as a part of a larger project and Pimsleur on under-achievement in foreign language learning. Their final reports on the projects have not been completed and published.

From the Associated Colleges of the Midwest, Mueller and Wiersma used data that consisted of speaking test scores and grades of first semester

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<sup>18</sup>Theodore H. Mueller and Ralph R. Leutenegger, "Some Inferences About an Intensified Oral Approach to the Teaching of French Based on a Study of Course Drop-outs," The Modern Language Journal, XLVIII (February, 1964), 91-94.

elementary foreign language courses. They found a high correlation of Speaking Test scores with grades.<sup>19</sup> The result suggested that speaking ability was emphasized in instruction in those colleges and that oral competency was reflected in grades assigned by the instructors; and, furthermore, that proficiency in the four basic skills of understanding, speaking, reading, and writing were important objectives in these colleges.<sup>20</sup>

Two reports on the project entitled Under-achievement in Foreign Language Learning were available. Pimsleur with Mosberg and Morrison reviewed experimental literature that pertained to factors within the student which might help or hinder him in learning a foreign language. From the forty sources considered they found that intelligence was a significant factor, that verbal ability in one's own language correlated with learning a foreign one, and that interest correlated with success.<sup>21</sup> The second report was concerned with foreign language learning ability with conclusions drawn from test scores obtained from second semester French students at the University of California, Los Angeles, during two consecutive years. The conclusions were:

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<sup>19</sup>Klaus A. Mueller and William Wiersma, "Correlation of Foreign Language Speaking Competency and Grades in Ten Midwestern Liberal Arts Colleges," The Modern Language Journal, XLVII (December, 1963), 355.

<sup>20</sup>Ibid.

<sup>21</sup>Paul Pimsleur, Ludwig Mosberg, and Andrew V. Morrison, "Student Factors in Foreign Language Learning: A Review of the Literature," Under-achievement in Foreign Language Learning (Columbus, Ohio: The Ohio State University Research Foundation, 1962), pp. 4-13.



1. Achievement in a traditional language course may be predicted with reasonable validity by a set of tests, each of which taps only one rather precise characteristic of the learner.
2. Non-intellectual characteristics, notably motivation must be included as well as intellectual ones.
3. Oral and aural achievement are less subject to satisfactory prediction at the present time, probably due to the lack of adequate criterion tests for achievement in these skills.
4. Although better criterion will improve prediction somewhat, substantial improvement probably demands the inclusion of entirely new factors as predictors.
5. Among such new factors, the personality of the student and the characteristics of the teacher are those which appear most promising and are most in need of research attention.<sup>22</sup>

### SPECIALIZED MATERIALS

The majority of the projects in this category conducted under contract with the United States Office of Education pertained to "neglected" languages, such as those of the Near and Middle East, South Asia, Southeast Asia, the Far East, and Africa, and those European languages not commonly taught in the United States. Since these materials were not pertinent to this study, none were included. However, two projects were conducted that developed specialized materials which pertained to this study: bibliographies on six cultures and proficiency tests for comprehension, speaking, reading, and writing in French,

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<sup>22</sup>Paul Pimsleur, Robert P. Stockwell, and Andrew L. Comrey, "Foreign Language Learning Ability," Under-achievement in Foreign Language Learning (Columbus, Ohio: The Ohio State University Research Foundation, 1962), p. 19.

German, Italian, Russian, and Spanish. In addition, the Modern Language Association through a grant from the Rockefeller Foundation produced a cooperative textbook for Spanish. An editorial staff, with Dwight L. Bolinger as coordinator, was responsible for the publication of Modern Spanish: A Project of the Modern Language Association in 1960.

Pursuant to a contract with the United States Office of Education the Modern Language Association selected editors and critics to compile bibliographies for French, German, Hispanic, Italian, Luso-Brazilian, and Russian cultures. Each list contained twenty-five selected and annotated bibliographical references that might increase the understanding of these cultures.<sup>23</sup>

Modern Language Association Foreign Language Tests were prepared under provisions of the National Defense Education Act of 1958 as a cooperative project of the Modern Language Association of America, the Educational Testing Service, and the United States Office of Education. The guidelines for the range and spectrum of test batteries were the qualifications set forth by a committee of the Foreign Language Program of the Modern Language Association.<sup>24</sup> The series of tests included competence in listening, speaking, reading, and writing in French, German, Italian, Russian, and Spanish.

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<sup>23</sup>Laurence Wylie and others, "Six Cultures," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association Foreign Language Research Center, 1961) pp, 252-75.

<sup>24</sup>Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," PMLA, LXXVIII (September, 1962), 31-42.

## SUMMARY

Since the National Defense Education Act of 1958 provided an unparalleled opportunity to improve the quality and status of modern foreign language teaching in the United States, research was conducted to survey the situation and to improve the conditions to serve national needs and goals of attaining the basic skills of modern foreign languages. Representative studies and surveys, research and experimentation, and development of specialized material were included in reports of previous investigations.

The surveys on enrollment in modern foreign languages in the colleges and universities and the junior colleges in the fall of 1960 indicated that the rate of increase was greater than that of institutional enrollments. The total modern foreign language enrollment in the fall term of 1960 in 1,206 four-year institutions was 558,848 and in 578 junior colleges 51,570. In each case the increase was 12.4 and 15.1 per cent respectively above the enrollment of the previous year, whereas institutional enrollments increased 6.5 per cent in four-year institutions and 12.3 per cent in junior colleges.

In the survey concerned with entrance requirements in 1960, the data indicated that 284 institutions of the 899 participating in the survey required some credits in foreign language for admission. Furthermore, only forty-nine of these required more than two units of credit. For degree requirements, the average continued to be the completion of the intermediate level courses.

The study on certification requirements for modern foreign language teachers was in three parts. The one for secondary schools indicated that the

policies of state boards of certification varied in minimum requirements from twelve to thirty-six hours, that more than half of the states had raised standards or were planning to do so, and that the responsibility for accreditation and competency of applicants was shifting to the institutions of higher education. The second survey of twenty-two municipal school systems showed that standards were usually in excess of state requirements and that language proficiency was tested either orally or written. The report concerning elementary school teachers of modern foreign languages pointed out that certification at this level was not generally provided by state boards of certification, but some considerations were being given to the situation.

The reports of surveys on teachers of modern foreign languages in degree-granting institutions and the preparation of teachers at all levels encompassed the following points: (1) in 1959-1960 there were 8,738 teachers of foreign languages in 1,052 institutions of higher education; (2) curriculums for teacher-preparation in foreign languages were in two out of three institutions of higher education; (3) methods courses were usually taught by modern foreign language specialists; (4) cooperation between departments of education and modern languages was increasing; and (5) graduate assistants needed training in the art of teaching and in principles of linguistic and cultural analysis, as well as formal training in the languages.

Aspects of language learning were surveyed as to the number of language majors in colleges and universities, the number of language laboratories, residential houses, programs abroad, and additional courses. Histories of

teaching French, German, and Spanish in the United States were compiled. From these studies it was ascertained that 21,955 were enrolled as foreign language majors in the 1959-1960 academic session; that in 1960 there were 549 language laboratories, 73 foreign language residential houses, and 117 foreign language programs abroad; and that from 1955 to 1960 curricular additions numbered 481 and subtractions were 52.

Other studies were concerned with the inadequacy of time and facilities allotted to elementary courses and the articulation between each level of instruction from elementary school through graduate programs. In the former the researcher noted that among the forty institutions surveyed thirty offered more than three hours of classwork weekly and that twenty-nine of the thirty-five that had laboratory facilities made attendance compulsory. In the latter, the report contained suggestions and needs for a continuous program of modern foreign language from elementary school through high school and for effective revisions in programs at the college level for the students following through modern foreign language as a curriculum requirement, or a major, or a future teacher.

Two experimental research projects on developing effective methods of teaching foreign languages were conducted. Both were concerned with making more extensive use of electro-mechanical aids in order that the teacher might extend himself quantitatively by increasing the number of students or qualitatively by doing more for the original number of students. The conclusions reached were that fifty students could be taught by one instructor without impairing the quality of student accomplishment and that there was no significant

difference in achievement of students who used the laboratory exclusively or followed the usual class-laboratory procedure.

The problems derived from the oral approach to learning foreign languages were studied in self-shaping echoic behavior and in causes for drop-outs. In the former the investigators found that echoic accuracy was highest and variability lowest when the display was present and directly following its removal. In the latter the researchers reported that the audio-lingual approach presented a problem for those students who had little or no experience in oral perception or in oral memory.

Among the projects on reconstruction of the undergraduate foreign language curriculums the one at Tulane University was completed and put into use by the fall of 1963. The revision proved that foreign language majors and foreign language teaching majors could attain by the total audio-lingual approach at least minimal rating on applicable parts of the Modern Language Association's proficiency tests for foreign language teachers.

Achievement in foreign language learning was another phase for research. One study on the correlation of oral competency and grades resulted in a high correlation between the two; however, it was suggested that instruction in the colleges herein considered emphasized speaking ability and, therefore, oral competency was reflected in the grades assigned.

Another project included a survey of the experimental literature that pertained to factors which might help or hinder learning a foreign language. From the literature the investigators found that intelligence, verbal ability in one's own language, and interests were significant factors. The third report on

achievement using test scores showed that achievement might be predicted in traditional language courses, but less so in oral-aural courses because of lack of adequate criteria including ones concerning personality of the students and characteristics of the teachers.

Among the specialized materials developed for foreign language teaching and learning for higher education were annotated bibliographies compiled for French, German, Hispanic, Italian, Luso-Brazilian, and Russian cultures, and a battery of tests that included ranges in competence for understanding, speaking, reading, and writing in French, German, Italian, Russian, and Spanish according to the qualifications set forth by the Modern Language Association.

By means of these research projects which pertained to higher education steps had been taken to discover the status of modern foreign language teaching and learning and to develop new instructional techniques and specialized materials. Thus with these findings programs in modern foreign languages could be improved to serve the national interest and welfare.

## CHAPTER IV

### SURVEY OF MODERN FOREIGN LANGUAGES IN THE CURRICULUMS OF LOUISIANA COLLEGES AND UNIVERSITIES

The purpose of this chapter is to present a descriptive survey of the data concerning the curriculums which involve modern foreign languages in each of the selected colleges and universities of Louisiana in 1952-1953 and in 1961-1962. The information was secured by examination of the catalogues of each institution for the academic sessions of 1952-1953 and 1961-1962 and by interviews according to a schedule with representative personnel on each campus. The areas investigated were: (1) the modern foreign language and courses offered, (2) the academic credit hours for each course, (3) some aspects of the instructional methods, (4) procedures for advanced placement; (5) curriculums for non-language majors that had foreign language requirements and for language majors in undergraduate programs, (6) curriculums for language majors and other foreign language requirements for graduate programs, and (7) views of representative personnel of the modern foreign language departments on each campus. Changes in the organization of the modern foreign language courses and requirements for degrees transpired between the academic sessions of 1952-1953 and 1961-1962. The following factors were revealed in the interviews: (1) the improvements and innovations instituted during the decade, (2) the motivation for the changes whether through



the influence of the national trend or the prevailing interest in modern languages in the elementary and secondary schools of Louisiana, (3) the tentative results, (4) the contemplations for the future, (5) the weaknesses, and (6) specific practices at the given institution. The survey of each institution is introduced by a brief sketch concerning its founding, purposes, and legal control, as reported in the catalogues of each.

### CENTENARY COLLEGE

Historically, Centenary College of Louisiana, a private, coeducational, liberal arts college, owned by the Louisiana Conference of the Methodist Church, dates from 1825 when its first component was founded in Jackson, Louisiana. The general purpose of the college has been to give attention to the needs and abilities of the individual student and to provide him opportunities to develop to his best potentials and to acquire qualities of character for leadership.

Foreign languages were, during the decade considered in this study, part of the core curriculum, since most candidates for the A.B. and B.S. degrees had a foreign language requirement of at least the completion of the intermediate level. The modern foreign languages offered in 1952-1953 were French, German, Russian, and Spanish. In 1961-1962 Russian was the only one previously named not offered. The following table is presented in order to give convenient reference to (1) the titles of courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and the academic years.

TABLE I  
COURSES OF CENTENARY COLLEGE

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Beginning	8	8
Intermediate	6	6
Advanced	6	
Conversation	3	
Literature for International Understanding	3	
Survey of Literature		6
Contemporary Novel and Short Story		3
Moliere, Corneille, Racine	3	3
Voltaire and Rousseau	3	3
Contemporary Drama	3	3
Modern and Contemporary Novel	3	3
Civilization	6	
Early Romantic Novel	3	3
<u>German</u>		
Elementary	8	8
Conversation for Servicemen	6	
Intermediate	6	6
Advanced	6	6
Survey of Literature	6	6
<u>Russian</u>		
Conversation for Servicemen	6	
<u>Spanish</u>		
Elementary	8	8
Conversation	3	3
Intermediate	6	6
Spanish-American Culture and Civilization		3

TABLE I (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>Spanish</u> (continued)		
Survey of Spanish Literature	6	6
Commercial	3	
Spanish American Literature	3	
Drama of the "Siglo de Oro"	3	3
Modern Drama	3	3
Early Novel	3	3
Modern Novel	3	3

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 47 and 38, in German 32 and 26, in Russian 6 and 0, and in Spanish 41 and 36. It may be noted that: (1) the number of offerings were lessened by the latter academic year through the elimination of the elementary conversation courses designed for servicemen; (2) French and Spanish courses were revised to meet the needs of the student whether to meet a language requirement for his degree or to concentrate on the study of the language; and (3) course offerings in German remained the same.

The twofold purposes of studying one or more foreign languages according to the catalogues were cultural and vocational. First, the student would have an introduction to the accumulated culture and experience of the nationalities who speak the language, an insight of the continuation of the present from the past, and some understanding of the world in which he lives. Second, the student would have the opportunity to prepare for vocational

positions which require only a reading knowledge of the language, only a speaking knowledge, or a combination of both skills.

The elementary courses were designed for four semester hours credits each with three class periods and two additional periods of laboratory work. The methodology in the period of 1952-1953 for French and Spanish was oral practice, pronunciation, elementary composition, reading, and grammar with listening to records and drilling on practical aspects in the laboratory work. The German course stressed reading with only a minimum of conversation practice. The two accelerated courses in German and Russian for servicemen at Barksdale Air Force Base were conversational in approach. In 1961-1962 the approach to the modern foreign language was more decidedly the oral-aural approach with classes limited to enrollment of twenty-five students, with forty per cent of class time in the language laboratory where the student listened, repeated, and recorded, and with reading, grammar essentials, and composition in the other sixty per cent of class time.

The intermediate courses in French and Spanish during both periods stressed intensive reading, review of grammar, conversation, and composition. An additional course at this level in Spanish was given in English to acquaint the student with Hispanic culture, life, and literature. The German course emphasized a reading knowledge of scientific material. A special conversational course in Spanish was offered in the Evening Division, both periods under consideration in the study for people who had the language in high school, one year in college, or some contact with it and who wished to become more proficient in speaking it.

Generally, the upper levels were comparable in 1952-1953 and 1961-1962. The courses of instruction on the upper level in French and Spanish were more intensive in reading selections from the various periods and types of literature, modern and classical, with lectures in the language, and collateral reports. The German courses at this level were practice in translating from English into German and in writing free German compositions and comprehensive readings from selected modern and classical authors.

Since it was recommended in the catalogues of both academic sessions considered in this study that two high school units of a foreign language be included among those presented on entrance, the matter of placement had some importance. The stipulations according to the catalogue in the 1952-1953 period were:

1. That two units of any one modern or classical language earned in high school might be presented in lieu of six semester hours of credit of the foreign language requirement for a baccalaureate degree.
2. That with two units in Latin the remaining foreign language requirement might be satisfied in any one of the modern foreign languages.
3. That with two units of a modern foreign language the completion of requirements should be in the same language.
4. That if the minimum foreign language requirement might be met by the two high school units in a particular curriculum, the student would be required to take a standardized proficiency test and pass with a percentile score of at least 70.

During the 1961-1962 session the method of placement changed to a certain extent. The later procedures used according to the catalogue of that date were:

1. That with two high school units, the student would enter the intermediate course with no credit allowed for the elementary courses.
2. That with one high school unit, the student would take a placement test to determine whether he should begin the second semester of the elementary level or repeat the beginning semester.
3. That with three or more high school units, the student should take a placement test to ascertain the college course to pursue.

The matter of placement became more refined according to the ability of the individual student and his preparation.

The basic foreign language requirements for the respective baccalaureate degrees at Centenary included from six to twenty semester hours of credit. The core curriculum prescribed for all candidates for degrees was the completion of the intermediate level of a foreign language with the exception of those for the B. S. degree in Secondary Education, Elementary Education, Physical Education, Industrial Technology, and Business Administration; these might meet the requirement by taking a minimum of one year of college level foreign language. For major fields of specialization the student might elect either a departmental major with specialized training in a single subject or a divisional major with a broad background in a general area. The following list depicts (1) the degrees, (2) the departmental major, (3) the maximum number of semester hours of a foreign language required, including the elementary course if no previous training, (4) the specific language, if designated, by its initial, and (5) the academic session:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts</b>		
Art	20	14
Business	14	6 or 8
Drama	20	14
Economics	14	6 or 8
English	20	14*
History	14	14
Government	14	14
Music	20	14
Pre-Law	20	14
Psychology	14	20 F or G
Religion	20	14
Speech	20	14
<b>Bachelor of Music</b>		
Voice Major	20	14
Theory and Composition	14 F or G	14 F or G
Instrumental Major	12	
<b>Bachelor of Science</b>		
Biology	14	14 F or G
Chemistry	14	14 F or G
Geology	14	8
Home Economics	14	
Industrial Technology	0	6 or 8
Mathematics	14	14
Medical Technology	14	14
Physics	14	8 G
Pre-Dental	14	14
Pre-Medical	14	14
<b>Teacher Education</b>		
Art	14	6 or 8
Biology	14	6 or 8
Business	14	6 or 8
Chemistry	14	6 or 8
Elementary	14	6 or 8
English	14	14
General Science	14	6 or 8
Home Economics	6 or 8	
Mathematics	14	6 or 8
Physical Education	14	6 or 8
Physics	14	6 or 8
Social Studies	14	6 or 8
Speech	14	6 or 8

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\*Additional courses of six hours recommended.

Generally, the intermediate level was required in the 1952-1953 period and usually at least two units of the language were presented on entrance; therefore, the total number of hours could be reduced accordingly. In the period of 1961-1962 the total number of hours required was reduced whether units were presented or not. Foreign languages were required in thirty-seven curriculums in 1952-1953 and thirty-three in 1961-1962.

According to the catalogue of the session 1952-1953 the curriculum for a candidate for the A. B. degree majoring in French or Spanish was required to include twenty-four hours above the intermediate level in the particular language and fourteen hours of a second language or twelve hours in each of two other languages. In the 1961-1962 catalogue the curriculum included a major in French or Spanish or a combination of languages as French-Spanish, Spanish-German, or French-German. For the specific language major the requirement was for twenty-nine semester hours of that language, fourteen hours in a second language, or eleven hours in each of two languages. In the combination major, the stipulation was for twenty-three hours in one and twenty in the other language.

For teacher certification throughout the decade the student had the choice of pursuing the regular academic major following the departmental curriculum with the nineteen hours of professional training and student teaching or of pursuing the B. S. curriculum in Secondary Education. In the latter choice the requirement was thirty-two hours, counting the elementary courses and in German, twenty-six hours, counting the elementary courses. In the



later catalogue twelve hours of Latin or fourteen hours of another modern language were listed in the curriculum; however, this would not constitute a minor or enough semester hours for certification according to regulations in Louisiana. The professional training included psychology, education, general methods, a one-hour course concerning problems of teaching, and six hours of practice teaching.

The interview with the Head of the Department of Languages revealed that the outstanding improvement was the ultra-modern laboratory, equipped with thirty positions for listening, responding, and recording. In the laboratory five different languages or five different levels of a single language might be handled simultaneously. Other factors noted were the increase in enrollment in all languages and the improved caliber of the nine faculty members. Concerning the latter, it was pointed out that they held degrees conferred in the United States and abroad, that they frequently and regularly contributed to journals in this country, Europe, and South America, and that they assisted local firms and professional people in translating technical and legal materials into and from English.

The changes that were brought about to develop the audio-lingual approach to teaching and learning languages were made because of the national trend toward objectives of a spoken language. The increase in pre-college preparation was noted as a change in trend in secondary schools of Louisiana. Nevertheless, the factors of which high school the student attended, the instructor that he had, and the student himself were determining points as to whether he was prepared to pursue advanced courses at Centenary. The

tentative results of the changes and improvement of preparation of freshmen were noted in the increased number of majors in French and Spanish and the proficiency of the graduates, whether majors or non-majors of languages, in the basic skills of speaking, understanding, reading, and writing.

The contemplations for the future included adding two faculty members with training in techniques of oral-aural methods of teaching, doubling the size of the laboratory, using oral testing for placement as well as the written tests given at present, offering two additional courses in each language, and giving aptitude tests to determine which language a student should take to fulfill minimum requirements of various curriculums. The weakness of the department was perhaps noted in the first of the plans for the future--namely, that those of the staff who had not had special training in the oral approach to languages feared it. Other plans did not necessarily indicate weakness, but problems of expansion and growth.

Specific practices and observations at Centenary were concerned with the use of the laboratory, the placement tests, the combination language major, and the program of a special student.

Students in all elementary language classes were taught forty per cent of the time in the laboratory, and they spent additional time there for practice and review under the supervision of student assistants. Class size was limited to twenty-five in order to assure adequate facilities for each student. For conversational and advanced grammar courses that were added since the academic year 1961-1962 the students used the laboratory fifty per cent of the class time.

Placement policy for students presenting two high school units of a modern language did not require a proficiency test as for those offering one, three, or four units. However, if the student realized that he was not adequately prepared, tests were administered. With oral-aural preparation, one of the Modern Language Aptitude Tests were used; with the traditional grammar-translation preparation, one of the Cooperative Tests of the Educational Testing Service was given. The Southern Language Achievement Test was used to ascertain whether a student with only one unit should proceed with the second semester of the language or repeat the first semester. For those with three or four units Modern Language Aptitude Tests were used to determine the level of advanced placement.

Besides majors in French or Spanish requiring twenty-nine semester hours each and fourteen in a second language, a combination major was listed in the more recent catalogues. In the latter, twenty-three semester hours were required in the first language and twenty in the second. The combination major was not recommended by the chairman of the department because the number of contact hours with the language would not represent a point of mastery of either language.

One student had completed fifty-eight hours of German and Spanish by means of an intercommunications system sponsored by the Telephone Employers Club. This student, a polio victim, had attended classes from the fifth grade through four years in Centenary by telephone.<sup>1</sup>

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<sup>1</sup>News item in the Shreveport Journal, January 18, 1964.

Throughout the decade considered in this study, the foreign language programs at Centenary progressed with national trends towards objectives of a spoken language and of the development of the other basic skills by means of very limited facilities to ultra-modern ones. The course offerings were revised and increased to meet the needs of the students, whether for practical or cultural purposes.

### LOUISIANA COLLEGE

As the successor of two earlier Baptist institutions, Mt. Lebanon University (1852) and Keatchie Female College (1857), Louisiana College was founded in 1906. The purpose of this coeducational liberal arts college, according to the catalogues, was to develop worthy citizens and effective leaders by emphasizing the development of body, mind, and spirit through its academic programs.

The modern foreign languages offered in 1952-1953 were French and Spanish. With changes in departmental personnel the offerings by the academic year of 1961-1962 were French, German, Russian, and Spanish only in Evening Classes. The following table is presented in order to give convenient reference to (1) the titles of the courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and (4) the academic years.

TABLE II  
COURSES OF LOUISIANA COLLEGE

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Elementary	6	6
Intermediate	6	6
Survey of Literature	6	6
Civilization	6	6
Advanced Grammar	3	3
Advanced Composition	3	3
Reading	6	6
Corneille	3	
Moliere	3	
Novel	3	
Short Story	3	
<u>German</u>		
Elementary		6
Intermediate		6
Composition and Literature		3
Scientific		3
<u>Russian</u>		
Elementary		6
Intermediate		6
Advanced		6
<u>Spanish</u>		
Elementary	6	6*
Intermediate	6	
Spanish Culture	6	
Conversation	6	
Survey of Literature	6	
Advanced Conversation	3	
Classics	6	

\* Offered only in the Evening Classes.

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 48 and 36, in German 0 and 18, in Russian 0 and 18, and in Spanish 39 and 6.

The aspects of instructional methods in the elementary courses varied with each language during the decade. In French, pronunciation was stressed in conjunction with phonetics, grammar, reading, conversation, and composition. In German special attention was given to accuracy of pronunciation, mastery of inflections, conjugations, and vocabulary through oral and written practice and through reading prose. In Russian emphasis was placed on pronunciation, reading and using the modern script, making translations, and elementary conversation. The objectives for Spanish elementary courses were fourfold: (1) to speak the language, (2) to comprehend the spoken language, (3) to read for comprehension with as little translation as possible, and (4) to express ideas in writing. With the installation of a laboratory of twenty-four positions the oral approach was more thoroughly realized.

The intermediate courses in French stressed review of syntax, dictation, oral work, composition, and readings in French literature and life. The German courses involved review of grammar as well as syntax and further stressed vocabulary building through composition and reading of short stories. In the Russian courses the approach of study was grammatical with syntax and idioms and cultural with readings to acquire an acquaintance with Russian geography, civilization, history, literature, and religious life. The method for the Spanish courses was the direct one in reviewing grammar, doing compositions, and reading about Spanish history, art, and customs.

The more advanced courses in French tended to stress reading and writing the language with lectures in French and analyses of great works. The German courses were similar with the introduction of literature and scientific material. The advanced Russian courses included selections from modern literature and practical conversation. Spanish courses at the more advanced level were aimed to teach a spoken language as well as a literary one.

The method of placement of students who had pre-college preparation of two units in a language was for them to enter the intermediate level course. However, in cases of obvious deficiency, the student's status was determined by the Foreign Language Department, but no credit was given for the elementary course. In 1952-1953 two units of a foreign language were required for entrance, but no such stipulations were made in 1961-1962.

The requirement of foreign languages for several curriculums were noted. Unless at least two high school units were presented on entrance in a foreign language, twelve semester hours were required for all Bachelor of Arts degrees throughout the decade. In 1952-1953 twelve hours were required for Bachelor of Science degrees, but in 1961-1962 the requirements varied from six to twelve hours. For the professional degrees the requirement was twelve hours in 1952-1953 and decreased to six in 1961-1962, with the exception of concentration in voice. The following list depicts (1) the degrees, (2) the fields of concentration, (3) the maximum number of semester hours required, including the elementary level, (4) the specific language, if designated, by its initial, and (5) the academic years:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts</b>		
Accounting	12	12
Applied Music	12	12
Artist Course	12	
Business Administration	12	12
Economics	12	12
Engineering	12	12
English	12	12
History and Political Science	12	12
Mathematics	12	12
Philosophy	12	12
Pre-Law	12 F	12
Psychology	12	12
Religion	12	12
Secretarial Science	12	12
Sociology	12	12
Speech	12	12
<b>Bachelor of Science</b>		
Biology	12 F	12
Chemistry	12 F	6
Physics	12 F	6
Pre-Medical	12 F	12 F
Psychology		6
<b>Bachelor of Arts in Education</b>		
English	12	6
Mathematics	12	6
Science	12	6
Social Science	12	6
Speech	12	6
<b>Bachelor of Arts in Music</b>		
Applied Music	12	6
Voice	12	12*

In 1952-1953 foreign languages were required in twenty-seven curriculums leading to degrees and in 1961-1962 in twenty-eight. However, the requirement for languages could be satisfied by one of the classical languages, Latin

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\* Six hours each in two modern languages.



or Greek as well as a modern one. Also the required number of hours decreased in some fields during the decade.

Language majors were offered in French and Spanish in 1952-1953 and only in French in 1961-1962. Minors in Russian and German were possible by the later date. The general requirement of thirty hours for a major prevailed through the decade.

For a Bachelor of Arts in Education with a foreign-language-teaching major, thirty semester hours of the language were required. Courses in professional training included eighteen hours in 1952-1953 and twenty-two in 1961-1962. Besides psychology and general education courses, the courses included three hours for techniques in teaching in high school, two hours for theories and criticism in high school practice, and four hours in observation and practice teaching. Later the hours were increased by revision of the courses offered and number hours for credit. The addition included six hours for student teaching, three hours for general methods of high school teaching, and one hour for a seminar to provide opportunity for continued teaching effectiveness.

The interview at Louisiana College revealed that the installation of a language laboratory, the special summer language courses for teachers, and awards to outstanding students were innovations of the decade. The laboratory consisted of twenty-four positions and was supervised by a staff member with the assistance of three language students to do technical work and to check student attendance. The special summer classes for high school teachers were designed to aid them in the spoken language in order to use the

audio-lingual approach in their own classes. The awards of books were made annually at commencement exercises by the French government and Dr. Nicolas Naideno. The former was given for outstanding work in French. The latter was for recognition of superior work in any of Professor Naideno's classes in memory of his wife, a former professor of Spanish at Louisiana College.

The national trend to teach the spoken language motivated the installation of the laboratory. The influence of the trend in secondary schools of Louisiana was noted to be spotty. The students who offered pre-college preparation in languages varied in ability of the practical skills from very good to poor, depending upon the factors of the particular school attended, the teacher, and the student himself. However, more recently it was observed that students with only one unit in a language were able to enter the second semester of the elementary course and to do satisfactory work.

The future goals mentioned for the department were to augment the entire program with additional courses in the languages presently offered and to reactivate Spanish courses. The weakness of the department was considered to be the small enrollment in foreign languages; this was attributed to the fact that the majority of students attending Louisiana College pursued curriculums that no longer required foreign languages.

Several practices at this college included: (1) a minimum of fifteen hours in attendance at the laboratory was required or credit for the course was withheld for both elementary and intermediate courses each semester;

(2) additional courses were offered by the staff above their usual load of fifteen hours for students who desired French or German as a major or minor field of concentration; (3) refresher courses were offered in summer sessions for high school teachers; and (4) the department prepared tests for foreign language participants at rallies held annually on the campus.

In summary, during the decade the departmental objective was to teach a spoken language as well as a literary one. The standards of work showed improvement in the abilities of the students toward development of skills although the total enrollment in the foreign language courses declined.

#### LOUISIANA POLYTECHNIC INSTITUTE

By an act of the Louisiana General Assembly in 1894 an institution of higher learning at Ruston was created under the name of the Louisiana Industrial Institute and College. It bore this name until 1921 when it was changed to Louisiana Polytechnic Institute. The original purposes for education in arts and sciences were expanded and extended through the years to include six schools and a graduate program. The session of 1961-1962 marked its sixty-seventh year of offering programs of study that were either broad and general or specialized and technical.

The modern foreign languages offered by the Department of English and Foreign Languages were French and Spanish in 1952-1953. During the next ten years German was added to the offerings. The following table is presented in order to give convenient reference to (1) the titles of the courses offered, (2) the semester hours of credit, (3) the levels of instruction (elementary, intermediate, or upper), and (4) the academic years.

TABLE III  
COURSES OF LOUISIANA POLYTECHNIC INSTITUTE

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Elementary	6	6
Intermediate	6	6
Technical and Scientific	3	3
Advanced Grammar	3	3
Short Story	3	3
Phonetics and Oral Reading	3	3
Conversation and Composition	3	6
Contemporary Literature	3	3
Survey of Literature	6	6
Drama	3	3
Novel		3
<u>German</u>		
Elementary		6
Intermediate		6
<u>Spanish</u>		
Elementary	6	6
Elementary (Conversation)		6
Intermediate	6	6
Conversation and Composition	6	6
Novel in Spain	6	6
Drama in Spain	6	6
Novel of Latin America	3	3
Survey of Spanish Literature	6	
Commercial	3	3
Spanish Civilization	3	3
Novel in Mexico	3	3
Aural Spanish	6	6
Spanish Language		6

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 39 and 45, in German 0 and 12, and in Spanish 54 and 60.

The chief emphasis in instructional methods in all three languages was reading. The elementary courses in French and Spanish during the decade and in German after its introduction consisted of reading, grammar, pronunciation, simple conversation, and collateral readings. By 1961-1962 designated sections of elementary Spanish courses contained oral and conversational aspects of the language.

The intermediate level of French continued to stress the reading program. The first semester included a review of grammar, conversation, and composition. The second semester program was selected according to interests and needs of the students; one was a continuation of readings of literature and the other was readings in scientific and technical materials. The intermediate German courses were a continuation of the elementary course with the introduction of technical prose. The Spanish courses at this level had the objective for students to read standard prose rapidly and without use of a dictionary and to comprehend and speak the language. Collateral reading was an important part of the course.

The upper level courses in French and Spanish were principally concerned with reading selective works depicting the development of various genres. Additional courses in French included intensive study of phonetics, techniques of oral reading, conversation on practical topics, and composition. Upper level Spanish courses were literature of Spain, Latin America, and Mexico, conversation and composition, commercial for use in correspondence

and business, civilization, history of the language, and an aural course for intensive practice in comprehension through listening to radio programs, records, films, and native speakers.

The method of advanced placement of students with pre-college preparation in foreign languages was based on the number of high school units presented. In 1952-1953 the procedure was stated specifically in the catalogue that with one unit the student enrolled in the first semester elementary course; with two units, the first semester of the intermediate level; and with three or four units, the second semester of the intermediate course. In 1961-1962 the regulations were concerned only with those presenting two high school units. These pursued the intermediate courses. It was the practice during the decade at Louisiana Polytechnic Institute that any student with two or more units of high school credits in a foreign language could elect to begin the language with the elementary course and receive full credit.

For several undergraduate curriculums leading to degrees modern foreign languages were required or suggested as electives in the College of Arts and Sciences, the School of Home Economics, the School of Business Administration, the School of Engineering, and the Department of Music. The number of hours required was twelve and the number as electives varied from three to twelve. The following list represents (1) the degrees, (2) the fields of concentration, (3) the maximum number of required hours including the elementary courses, (4) the particular language, if specified, by its initial, and (5) the academic session:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts</b>		
Art	12	12
Commercial Art		12
Economics	12*	
English	12	12
General Home Economics		
Child Development	12	12
Clothing Art	12	12
Family Life Education	12	12
Home Service	12	12
Geography	12	12
History	12	12
Interior Decorating		12 F
Journalism	12	12
Music	12	12
Political Science	12	12
Pre-Law	12	12
Pre-Professional Social Welfare	12 F	12 F or G
Psychology		12
Sociology	12	12
Speech	12	12
<b>Bachelor of Science</b>		
Business Administration	12*	
Chemistry	12 F	12 G
Geology		12
Mathematics	12	12
Medical Technology	12	12
Physics	12	12 F or G
Pre-Dental	12	12
Pre-Medical	12	12
Zoology	12	12
<b>Bachelor of Music</b>		
Instrument	3-9*	3-9*
Piano	3-9*	3-9*
Voice	3-9*	3-9*
<b>Bachelor of Science in Engineering</b>		
Chemical Engineering	6-12*	6-12*
Civil Engineering	6-12*	6-12*
Electrical Engineering	6-12*	6-12*
Geological Engineering		6-12*

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\*Elective.

In 1952-1953 twenty-two curriculums made a foreign language requirement and eight made the recommendation as an elective; in 1961-1962 twenty-six made the requirement and seven the recommendation as an elective.

Throughout the decade considered in this study, curriculums for concentration in French or Spanish were offered by the School of Arts and Sciences and the School of Education. For these programs in the former, thirty semester hours of the language including the elementary courses were required, and eighteen of these hours had to be in upper-level courses. As a minor field of concentration in either language twenty-one hours were required. In addition, a special curriculum was offered for a major in Spanish with a commerce minor either in Business Administration or in Economics.

In the School of Education during the decade the requirement for a major teaching field in French or Spanish was thirty hours, counting the elementary courses. In 1952-1953 for a minor teaching field in French or Spanish twenty-one hours were required, but in 1961-1962 twenty-four. The professional courses of psychology and education courses varied from twenty-two hours in 1952-1953 to twenty-seven hours by 1961-1962. The change occurred with the addition of a third course in psychology and with revision of credit hours for the education courses. A three-hour course in materials and methods of teaching modern languages and five hours for observation and student teaching in a secondary school were included in the program for professional training.

With the authorization by the State Board of Education in 1958, Louisiana Polytechnic Institute began to offer master-degree programs.



For the degree of Master of Arts with majors in English, history, music, and speech and of Master of Science in chemistry, geology, and physics a candidate had to demonstrate a reading knowledge of one modern foreign language. Specifically, French or German was recommended for those majoring in chemistry; French, German, or Spanish, for geology majors; and scientific French or German for concentration in physics. The specific language for the others was not designated.

During the academic years between 1952-1953 and 1961-1962 several improvements and innovations in modern foreign languages were made at Louisiana Polytechnic Institute. The offerings were expanded to include German on the elementary and intermediate levels. The courses in French were extended to offer another literature course. The curriculum in Spanish was revised in sequence of courses, according to a more logical development for a concentration in the language, in an additional course in the history of the language, in a section of the elementary level with a conversational approach, and in a program with a minor in commerce. The staff was increased also during this time.

These changes were influenced by national trends and were made to meet the needs of those concentrating in sciences and of those interested in concentrating in fields of language for teaching or other professional purposes. The general trends of the secondary school programs in Louisiana were not so influential on the changes as the national trend. French was the only modern foreign language taught locally in the high schools, and those who presented more than two units were limited in number.

The contemplations for the future included additional faculty, a language laboratory, and thereby revision of the elementary courses to carry four hours of credit with three hours of classwork and two hours work in the laboratory each week. A recognized weakness was the decrease in enrollment in the foreign languages. This fact was attributed to the shift in fields of concentration of the student population from those that had foreign language requirements to others without the requirement.

Several practices that involved foreign languages concerned the option for a student to take the elementary course for credit even though he had presented two high school units on entrance, the collateral reading programs, method of vocabulary building, and material used for the course in Aural Spanish. Students with two years of pre-college preparation were permitted to enroll in the intermediate course or begin the elementary course with full credit. Collateral reading became an important part of the course work beginning with the second semester of the elementary courses. At the intermediate levels minimum numbers of pages of reading were set up for a possible grade with conditions of classwork being equal. The reports on collateral reading were both oral and written. In order to build vocabulary, tests were given until the student received a certain percentage correct. The Aural Spanish course was designed for intensive training in comprehension of the spoken language by means of listening to radio programs in Spanish, records, movies, and talks by native speakers.

To summarize, the modern foreign language courses at Louisiana Polytechnic Institute during the decade were designed with a twofold purpose:

(1) to acquaint the student who was only fulfilling a foreign language requirement in his curriculum with reading and some oral practice in the language and (2) to present the student who desired to specialize in French or Spanish an opportunity to attain a thorough knowledge of the language and literature.

LOUISIANA STATE UNIVERSITY AND AGRICULTURAL  
AND MECHANICAL COLLEGE

The institution that is today Louisiana State University had its origin as Louisiana State Seminary of Learning in 1860. During its history for over a century, under three names, and in four locations, the University expanded its functions to offer cultural, technical, or professional training and opportunities for advanced work and scientific research in order to serve the educational interests of the state in the broadest manner possible. Modern foreign languages were only a segment of the total university offerings, but were a required part of many curriculums for degrees and a field of concentration for other degree programs.

In 1952-1953 the modern foreign languages were offered by the Department of Germanic and Slavic Languages and by the Department of Romance Languages. In 1953 these two departments and that of classical languages were reorganized into one department of the College of Arts and Sciences. The modern foreign language offerings included French, German, Italian, Portuguese, Russian, and Spanish. The languages offered in 1961-1962 were the same ones, but the offerings in each had expanded in number and in specialization. The following table is presented in order to give

convenient reference to (1) the titles of undergraduate courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, upper, or service), and (4) the academic years.

TABLE IV  
COURSES OF LOUISIANA STATE UNIVERSITY

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Elementary	5	5
Elementary (accelerated)		3
Intermediate	5	5
Intermediate (continued)	3	3
Readings in Literature	3	3
Advanced Grammar	3	3
Advanced Composition and Syntax	3	3
Survey of Literature	6	6
History of the Language	3	3
Phonetics	3	3
Literature of the Seventeenth Century	6	6
Independent Work		1-3
Literature of the Eighteenth Century	6	6
Novel	3	3
Drama of Nineteenth and Twentieth Centuries	3	3
Poetry of Nineteenth Century	3	3
Literature of Twentieth Century		3
Intensive course for graduate students preparing to meet reading knowledge requirement	0	0
<u>German</u>		
Elementary	5	5
Intermediate	5	5
Intermediate (continued)	3	3

TABLE IV (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>German</u> (continued)		
Readings in Literature	3	3
Scientific Readings	3	
Advanced Grammar	3	3
Advanced Composition and Syntax	3	3
Civilization		6
History of the Language		3
Phonetics		3
Independent Work		1-3
Survey of Literature	6	6
Literature in Translation	3	6
Masterpieces of Drama	6	6
Classical Period	3	6
Short Story	3	
Lyric		3
Novelle	3	3
Romantic Movement	3	3
Literature of Second Empire		3
Literature of Twentieth Century	3	3
Problems in Literature	4	
Intensive course for graduate students preparing to meet reading knowledge requirement	0	0
<u>Italian</u>		
Elementary	5	5
Intermediate	5	5
Intermediate (continued)	3	3
Readings in Literature	3	3
Independent Work		1-3
Dante		3
Renaissance		3

TABLE IV (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>Portuguese</u>		
Elementary	5	5
Intermediate	5	5
Intermediate (continued)	3	
Independent Work		1-3
<u>Russian</u>		
Elementary	5	5
Intermediate	5	5
Intermediate (continued)	3	3
Readings in Literature	3	3
Advanced Grammar and Composition		3
Phonetics and Phonemics		3
Independent Work		1-3
Novel		3
Drama and Poetry		3
<u>Spanish</u>		
Elementary	5	5
Elementary (accelerated)		3
Experimental Elementary		2
Intermediate	5	5
Intermediate (continued)	3	3
Reading in Literature	3	3
Advanced Grammar	3	3
Advanced Composition and Syntax	3	3
Survey of Spanish Literature	6	6
Civilization (Spanish and Hispanic American)		6
Phonetics		3
Independent Work		1-3
Lyric Poetry of Modern Spain	3	3
Novel of Nineteenth Century	3	3
Drama of Nineteenth Century	3	3
Spanish-American Literature	6	6
Prose of Golden Age	3	3
Dramatic Literature of Golden Age	3	3
Contemporary Spanish Literature	3	3

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 55 and 64, in German 59 and 76, in Italian 16 and 25, in Portuguese 13 and 13, in Russian 16 and 31, and in Spanish 52 and 69.

The audio-lingual method of instruction was introduced in French and Spanish at Louisiana State University in 1947.<sup>2</sup> The language laboratory of 126 positions was used to provide systematic practice to strengthen conversational ability. As materials were prepared for laboratory use, the courses in the other languages were converted to the total oral-aural approach.

The methodology in the elementary courses in French, German, Italian, Portuguese, Russian, and Spanish during the decade considered in this study was the oral approach. Conversation and basic language habits were stressed. Functional grammar was introduced in conversations and in drill patterns. The formation of grammatical habits was enhanced further by reading and writing the language. Laboratory attendance was not mandatory, but was essential for success in the course work and for the sequence of the courses to follow. An accelerated elementary course was offered during the later years in French and Spanish for those who had some language preparation but who were not adequately prepared to pursue the first intermediate course. The content and method were similar to the elementary course, but the procedure of instruction was at a more rapid pace.

Two experimental projects concerned with the elementary level courses were conducted in the academic year of 1961-1962. One in German was involved with method; one in Spanish with remedial work. The project in

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<sup>2</sup>Watts, op. cit., p. 129.

elementary German which had been selected the previous year as an NDEA project, was continued as an experiment to develop extensive use of electro-mechanical devices in learning a language. The materials for this course were designed to integrate the laboratory-class approach, each relying on the other, and by intensifying, reinforcing, and augmenting the content. The basic material consisted of an assimilation of the language by memorization of ten conversations.

The Spanish experimental course was designed for those students who had enrolled in the five hour elementary course but who were not satisfactorily progressing in the course. These students were given the opportunity to study the language by means of teaching machines. With successful completion of this program they received two hours of credit and were admitted to the accelerated elementary course the next term. The advantage of this course was considered to be that one semester of work would not be completely lost by failure of the elementary course of five hours.

The three intermediate courses were designed to develop progressively the skills of aural comprehension, speaking, reading, and writing in the language and to present elements of culture of the countries where the language was spoken. The first of these courses was for five hours of credit and the other two were for three hours of credit each.

The first of these intermediate courses in French, German, Italian, Portuguese, Russian, and Spanish throughout the decade under consideration continued the oral approach to the language. Reading material was introduced.



The second of the intermediate courses in each language continued the oral-aural practice and reading, with additional work in reviewing basic principles of grammar and building vocabulary. The basic methods and content of these courses were the same in 1952-1953 and 1961-1962 with one exception: in 1952-1953 an alternate course of technical readings in German was offered for professional purposes. This level was not offered in Portuguese in 1961-1962.

The third intermediate course consisted of selections from the different literatures with emphasis on reading, oral and written composition, and comprehension. This level was offered in 1952-1953 in all six languages and in 1961-1962 in all of the languages except Portuguese.

The advanced courses continued to stress the basic skills through advanced grammar and composition, phonetics, and literature of the various periods and types. In 1952-1953 upper level courses were given in French, German, and Spanish. At the end of the decade advanced courses were given in Italian, Portuguese, and Russian, and new courses in the other languages. In each of the six languages courses were offered to include independent reading with reports. Courses for phonetics in French, German, Russian, and Spanish were designed to analyze the phonetic system, to practice for correction and fluency, and to consider problems of teaching pronunciation of French, German, or Spanish to English speaking students. Civilization courses in German and Spanish gave further background information of the geography, history, and social and economic conditions of the countries where the language was spoken.

Reading courses on a non-credit basis were offered in French and German as service courses. These intensive courses were designed for graduate students preparing to take examinations as required for advanced degrees.

The method of placement for students with previous training was considered an important factor. Throughout the decade the general consideration was based on the number of high school units presented on entrance or credits transferred from another institution.

In 1952-1953 the specific pattern was that those with one unit entered the elementary course, with two units the first intermediate course, with three units, the second intermediate course, and with four units the third intermediate course. Those who transferred from other institutions of higher learning entered courses according to the following schedule: with three semester hours, the elementary course; with six semester hours, the first intermediate course; with nine semester hours, the second intermediate course; and with twelve semester hours, the third intermediate course.

During the intervening years the department recognized that more students were presenting on entrance more high school units of French or Spanish than previously, but also that there were differences in the students' pre-college preparation. Individual interview-tests were instituted to determine the level that the students would begin their college courses in the same language. These interview-tests were administered at the time of registration for the course or during the first week of classes. Based on the number of

earned high school units in the language, normally the student with one to one and a half units entered the accelerated elementary course and with two units the first intermediate course. However, if the student seemed inadequately prepared to pursue the accelerated elementary course after the interview-test, he would enroll in the elementary course for credit with departmental approval; in the case of having two units and inadequately prepared, he would enroll in the accelerated elementary course for credit, but not for credit in the first elementary course. The pattern for those with three high school units of the language was to enter the second intermediate course, and with four units, the third intermediate course. By the academic session of 1961-1962 no credit would be given for a lower level course than the one designated by the presentation of three or four high school units of the foreign language. On the other hand, exceptionally well prepared students could receive advanced placement above the level based on the number of high school units of the language.

The schedule for transfer students was further refined by 1961-1962 for varying hour systems: with two to three semester hours, the accelerated elementary course; with four to seven semester hours, the first intermediate course; with eight to eleven semester hours, the second intermediate course; and with twelve to fourteen semester hours, the third intermediate course. Exceptionally well prepared transfer students whose credits were above the elementary level might receive advanced placement. Since the number of students who presented high school credits in German was small, placement was based on the number of units of credit and interviews.

Modern foreign languages were required in all curriculums for undergraduate degrees awarded by the College of Arts and Sciences, and in several curriculums for degrees awarded by the College of Business Administration, the College of Chemistry and Physics, and the School of Music. Foreign languages were recommended electives for the degree granted by the University College. The following list depicts (1) the degrees, (2) the fields of concentration, (3) the minimum to maximum number of semester hours to meet the level of foreign language requirement, based on pre-college preparation, (4) a specific language, if designated, by its initial, and (5) the academic session:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts</b>		
Anthropology	3-13	3-13
Art: History	3-16	3-16
Art: Studio Program	3-16	3-16
Chemistry	3-13	3-13
Combined with Law	3-16	3-16
Economics	3-13	3-13
English	3-16	3-16
Geography	3-13	3-13
Government	3-13	3-13
History	3-13	3-13
Music: Applied	3-16	3-16
Music: History and Literature	3-16	3-16
Music: Theory	3-16	3-16
Philosophy	3-16	3-16
Physics	3-13	3-13
Psychology	3-13	3-13
Sociology	3-13	3-13
Speech	3-16	3-16
<b>Bachelor of Science</b>		
Astronomy	3-13	3-13
Astronomy and Physics		3-10
Bacteriology	3-13	3-13

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Science (continued)</b>		
Botany	3-13	3-13
Biochemistry	10 G	10 G or R
Chemistry (Arts and Sciences)	3-13	3-13
Chemistry (Chemistry and Physics)	10 G	10 G or R
Chemistry and Business Administration	10 G	
Chemistry and Physics		10 G or R
Combined with Medicine	3-13	3-13
Electronic Physics	10	10
Geology	3-13	3-13
Geology and Law	3-13	3-13
Industrial Chemistry	10 G	10 G or R
Mathematics	3-13	3-13
Physics (Arts and Sciences)	3-13	3-13
Physics (Chemistry and Physics)	3-10	10
Psychology	3-13	3-13
Zoology	3-13	3-13
 <b>Bachelor of Science in Geology</b>		
Physical Geology	10	10 F, G, or R
Stratigraphy Paleontology	10	10 F, G, or R
 <b>Bachelor of Arts in Journalism</b>		
News-Editorial	3-13	3-13
Publishing-Management	3-13	3-13
 <b>Bachelor of Science in Family and Community Living</b>		
Family and Community Living		3-10
 <b>Bachelor of Science in Business Administration</b>		
Business Administration and Law	3-10 F*	3-10 F*
Commercial Aviation	3-13 S	
International Trade and Finance	3-13 S	3-13 S
Transportation		10**
 <b>Bachelor of Music</b>		
Voice	10	10
 <b>Bachelor of Science in General Studies</b>		
General Studies	13*	13*

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\* Elective.

\*\* A substitute for English.

Forty-two curriculums required foreign languages in degree programs and two suggested them as electives in 1952-1953. Forty-three made the requirement and three recommended them in 1961-1962. In addition, during the decade included in this study two courses of a modern foreign language could be substituted for English for degrees in the College of Business Administration, provided that the student's native language was English, that he intended to do graduate work, and that he had a B average.

Undergraduate programs for degrees with concentration in French, German, or Spanish were offered throughout the decade in the College of Arts and Sciences. In 1952-1953 the minimum number of semester hours required for a degree was twenty-four and the maximum thirty-six, depending upon the level at which the university study of the particular language was begun. By the academic year of 1961-1962 the undergraduate programs in French and Spanish were strengthened to include a minimum of twenty-four semester hours and a maximum of thirty-seven hours of the chosen language, excluding the elementary course of five or three semester hours, and depending upon the level the university study of the language was begun. The undergraduate program in German was altered only to make the maximum number of hours thirty-seven instead of thirty-six.

In the College of Education curriculums for French and Spanish teaching majors and minors for secondary teachers were offered throughout the decade. For a teaching major twenty-eight hours including the elementary course were prescribed in 1952-1953 and twenty-three excluding the elementary course in 1961-1962. For a teaching minor a variation in hours was noted.

In 1952-1953 twenty-two hours of the language including the elementary course were required; however, by 1961-1962 twenty hours excluding the elementary course of three or five semester hours were required. The professional training included psychology and general and secondary education courses, a special material and methods course in either language, and six hours for student teaching. In 1952-1953 a minimum of eighteen hours was required; however, by 1961-1962 six hours of psychology and twenty hours of education courses were recommended by the Department for the degree and certification.

Master's degree programs at Louisiana State University that concerned modern foreign languages were offered by the Department of Foreign Languages and by the College of Education. At all times the general regulations of the Graduate School prevailed. These requirements included residence, academic grades, admission to candidacy, and a final comprehensive examination.

Master's degrees were offered in French, German, Romance Philology, Spanish, or a combination in 1952-1953. Thirty to thirty-six hours of language courses were required. An oral comprehensive examination was mandatory. Master's degree programs by 1961-1962 were expanded to include French, German, Russian, Spanish, and Romance Philology. Although thirty hours of the language were considered the minimum requirement, six additional hours were more normal to meet departmental standards of the program of study. Also, the number of hours varied because of previous training and background of the students. A course in bibliography and research was required of all candidates in the Romance Languages.

In the College of Education two master's degree programs were offered for teachers of modern foreign languages throughout the decade considered in this study. The Master of Education degree was especially designed as a degree for those teachers and school personnel who desired more academic and professional training. The requirements for this degree were a minimum of thirty semester hours of approved courses in education and the chosen language and a comprehensive final examination. The requirements for the Master of Arts degree were a minimum of twenty-four semester hours of approved courses in education and the selected language, a thesis, and a comprehensive written examination.

In several fields of concentration candidates for the master's degree were required to have a reading knowledge of at least one foreign language. According to the catalogues of the Graduate School for the years 1952-1953 and 1961-1962 the following list indicates (1) the degrees, (2) the field of concentration, (3) the specific language, if designated, by its initial or if not designated, by X, and (4) the academic session:

	1952-1953	1961-1962
Master of Arts		
Anthropology		F, G, or R
Geography		F, G, or R
Mathematics	F or G	
Music		F or G
Philosophy	F or G	F or G
Master of Science		
Anthropology		F, G, or R
Biochemistry	G	X
Chemistry	G	
Geography		F, G, or R
Geology		F, G, or R



	1952-1953	1961-1962
Master of Science (continued)		
Library Science	X	X
Mathematics	F or G	
Physics	G	
Physiology		X
Master of Music		
Composition		F and G

In 1952-1953 the requirement was made in seven fields and in 1961-1962 in ten.

Programs for doctor of philosophy degrees were not instituted in foreign languages until 1953-1954. Since that time the doctoral programs expanded to include concentration in French, German, Romance Philology, or Spanish. With a major in French or Spanish, a strong minor in the other was usually required, as well as courses in Romance Philology and some work in Italian or Portuguese or both. With a major in Romance Philology courses in the literature of the major language were required as well as some literature courses in another Romance language. With a major concentration in German, a minor was required in either a Romance or Slavic language. For the entire program a minimum of sixty hours was required; however, an excess of that number was usually acquired by the candidates. Furthermore, the Department might recommend that a candidate lacking oral proficiency should spend up to six months of resident study in a country where the appropriate language was spoken. The Graduate School regulations of residence, qualifying examination, language examination, general examination, dissertation, and a final examination to defend the dissertation prevailed.

All candidates for the degree of Doctor of Philosophy during the decade were required to demonstrate a satisfactory reading knowledge of two foreign languages before becoming eligible for candidacy for the doctorate. German and French were generally the languages required, although Russian was a choice in certain programs. Substitutions could be made only for valid and professional reasons and with the approval of the Graduate Council. A non-credit course was especially organized in both French and German as a service for candidates in preparation for the reading examinations. In 1961-1962 there were at least forty programs for this degree.

Language Institute Programs were conducted under Title VI of the National Defense Education Act by the Department of Foreign Languages in the summers of 1959, 1960, 1961, 1962, and 1963. These programs offered opportunities for elementary and secondary school teachers of French and Spanish to improve their preparation. The curriculum for the Institutes encompassed intensive work in language practice, listening comprehension, speaking, reading, and writing; in applied linguistics; in awareness of the culture of countries where the language was spoken; in practical experience with the language laboratory; and in professional preparation for new teaching methods and materials. A program of extra-curricular activities complemented the classroom work. Each summer the Institutes had capacity number of participants for retraining in the language, civilization, culture, and techniques of teaching.

Interdepartmental graduate programs developed and expanded during the decade under consideration in this study. These programs of combined

disciplines included Latin American Studies and Linguistics.

By 1961-1962 the Master of Arts and Doctor of Philosophy degrees were offered in the area of Latin American Studies. A field of concentration was selected from the following areas: Anthropology, Economics, Geography, Government, History, Sociology, or Latin American Literature. For the master's degree an option of a thesis or non-thesis program was available. The latter required additional hours. The minimum hours of credit was thirty or the specific requirements of the field of concentration with a minor in another. The doctoral program required competence in a chosen area and fulfillment of requirements in that department and in addition two or more minor fields in Latin American aspects. The exact number of minimum hours was dependent upon the field of concentration and previous training.

The Departments of English, Speech, and Foreign Languages participated in 1952-1953 in offering a program in Linguistics for the Doctor of Philosophy degree. By 1961-1962 a program for the Master of Arts degree was added to the interdepartmental program.

For the master's degree a minimum of twenty-four hours of courses and a thesis were required. At least three hours of courses in each department was necessary and the other hours of the total in the selected field of concentration in which the candidate was registered.

The doctoral program followed a similar pattern--that is, registration in one department for concentration, a program approved by an advisory committee composed of representatives from each participating department, and the examinations according to the Graduate School regulations with a committee

of at least one member from each of the three departments involved. The course work consisted of a minimum of thirty-six hours above the number for the master's degree. Included in these hours were Applied Phonetics, history of the language in the major field of concentration, and sufficient courses in language and literature of the older periods in the field of concentration to total at least eighteen hours. The other eighteen hours or more were selected from the other departments whether in Anthropology, English, French, German, Italian, Portuguese, Russian, Spanish, Romance Philology, or Speech. The requirement of a minimum of three hours in each of the three participating departments prevailed.

Throughout the decade considered in this study improvements and innovations were made in the foreign language offerings and programs at Louisiana State University. Noteworthy were the departmental reorganization, improvement of laboratory equipment, expansion of curriculums, introduction of interview-tests, development of textbooks and teaching materials, experimentation in language teaching, institutes for elementary and secondary school teachers, increase in enrollment, and new quarters in Prescott Hall.

The three departments that offered foreign languages in 1952-1953 were those of Classical Languages, Germanic and Slavic Languages, and Romance Languages. In 1953 they were reorganized into one department for all the ancient and modern languages. This unity brought about more coordination in planning and development than previously.

Although the language laboratory was instituted in 1947, during the ensuing years new and better equipment was installed. First, especially made

disc recordings were used; then from wire tapes to magnetic tapes; and now cartridges. In the original laboratory there were 126 booths; in the 1961-1962 accommodations, 120 booths in the regular laboratory with eighteen channels, a recording room, and a special work laboratory with tape recorders.

The curriculum expansion was evident on each level of degree programs. The undergraduate program extended elementary courses in French and Spanish for those who had pre-college preparation but were not adequately prepared for the intermediate courses, and upper level courses were added in all languages to strengthen the programs already in effect in French, German, and Spanish and additional new offerings in Italian, Portuguese, and Russian above the intermediate level. Master's degree programs were expanded to include not only French, German, Spanish, and Romance Philology, but also Russian. The doctoral program was inaugurated in French, German, Romance Philology, and Spanish and then extended to include specialization within areas of the specific language.

Interview-tests were introduced during the decade for placement of students who had pre-college foreign language training. Since equating high school units of modern foreign languages with college courses was not entirely satisfactory because of the variations in the types of previous training, this procedure of interview-tests was deemed necessary for a smooth transition from high school to college courses and was advantageous to the student.

Because materials and textbooks were not generally available to be used with the audio-lingual method of teaching, within the Foreign Languages

Department materials, drills, and textbooks were devised to integrate course work with laboratory work. Textbooks and teaching materials were published, multigraphed, or taped in French, German, Portuguese, and Spanish to establish a continuum from one course to the next and to assure development of all the skills progressively through the whole program.

Experimentation in methodology of elementary German and Spanish courses was done during this time. The German course was conducted under a NDEA contract to integrate the laboratory-class approach through extensive use of electro-mechanical devices to learn the language. The Spanish course was remedial to a certain extent in that those who were not passing the elementary course could pursue a supervised program using teaching machines and thereby not lose five hours of credit in that semester.

Louisiana State University's Department of Foreign Languages was selected to offer one of the first Language Institutes under Title VI of the National Defense Education Act of 1958. For five consecutive summers these institutes were held to retrain elementary and secondary teachers of French and Spanish in oral-aural skills, in new techniques of teaching, in culture and civilization of the peoples, and in development of the other skills.

Enrollment in foreign language courses increased proportionately more than the population growth of the entire University during this period. In 1952-1953 there were over nine hundred students enrolled in the foreign language classes; by 1961-1962 there were over nineteen hundred. Perhaps this increase was one reason for the Foreign Languages Department being

moved to a building of its own, Prescott Hall. The hall accommodated all classrooms, offices, laboratory facilities, and conference rooms.

These improvements were influenced by the national trends, although the objective of teaching languages for usability rather than merely reading and writing was already in process at Louisiana State University. The Language Institutes were a part of the national program to upgrade elementary and secondary school teachers in order to meet the needs for languages as tools for national interest and defense. The expansion of the curriculum, increase in general enrollment and in number of majors, improved language laboratory facilities and equipment, and experimentation were augmented by this influence.

Since the secondary schools in Louisiana were expanding programs in French and Spanish, freshmen were presenting more high school units of modern foreign languages than before, and thus were usually better prepared in quality and quantity. However, to recognize individual differences in abilities and in preparation, interview-tests were inaugurated. As a result of these interview-tests some students received advanced placement above the usual course they would have pursued based on the number of units of high school foreign language presented. On the other hand, some who were not adequately prepared to follow the usual course equated with one to two high school units enrolled in the next lower level course with departmental approval.

Tentative results of influences of the national and state trends in modern foreign languages on the program at Louisiana State University were noted in these factors as revealed in an interview: (1) an increase in enrollment

in intermediate classes because of the number of students who bypassed the elementary course because of previous training; (2) the overall increase in enrollment in language classes at undergraduate and graduate levels; (3) an increase in the number of graduate assistants from six to twenty-six; and (4) the effectiveness of the audio-lingual method as noted in the results of testing for oral comprehension as part of the development of Modern Language Association tests of proficiency.<sup>3</sup>

Plans for the future indicated further expansion, refinement of course offerings, revisions, and additions to implement the goals of understanding, speaking, reading, writing, analysis of language, and culture for the students who intend to teach the languages or to use them in other professions. Among these contemplations were noted: (1) to offer curriculums for undergraduate majors in Russian and Italian; (2) to augment the elementary German program with an accelerated course for those with pre-college training; (3) to increase the minimum number of hours for concentration in French, German, and Spanish to thirty-two, not counting the five-hour elementary courses, and to thirty in Italian and Russian; (4) to recommend to those who contemplate graduate studies in foreign languages to pursue one or more basic courses in Latin and to elect courses in Greek translations and applied phonetics; (5) to add courses for specialization in Latin American literature; (6) to expand the Russian offerings for a doctoral program; (7) to offer honor sections at the

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<sup>3</sup>Second semester students in French rated above the composite norm of fourth semester students in all six universities where the project was tested.



intermediate level; (8) to offer terminal achievement tests for those completing the basic requirements for degree program and for those completing the undergraduate major in one of the foreign languages; (9) to add laboratory facilities and equipment to meet needs of increasing enrollment; and (10) to increase the number of faculty members. The implementation of these plans would necessitate additional staff members, this respect being the chief weakness of the department. The number of instructors lagged a year or two behind the number needed because of increased enrollments. This condition was particularly noted at the graduate level of instruction.

Several observations were made concerning practices that involved the modern foreign language programs. Among these were that: (1) the audio-lingual method of instruction through drills in a language laboratory were used as early as 1947; (2) attendance for language laboratory was not required, but voluntary; (3) the laboratory was available for student use sixty-eight hours per week; (4) summer courses were offered in Spain in 1955, 1956, and 1957, in France in 1956 and 1957, and in Mexico annually; (5) interview-tests were devised in order to determine placement in courses for students with pre-college training in French or Spanish; (6) programs of foreign films were organized and directed by the Department from 1947 to 1957, when another group undertook the project; (7) awards made available by the French government were presented annually to outstanding French students; (8) independent work and seminar courses were prevalent in upper level and graduate offerings; and (9) graduate assistants were oriented in teaching

techniques used by the Department for those classes that they would teach.

In summary, Louisiana State University had a broad program in French, German, Romance Philology, and Spanish for undergraduate concentration and graduate courses for the degree of Master of Arts in 1952-1953 and expanded to include the doctoral program in the same fields by the academic year of 1961-1962. Through the decade the offerings in French, German, Italian, Portuguese, Russian, Spanish, and Romance Philology were expanded and revised. The programs both undergraduate and graduate included the three interrelated areas of language, literature, and civilization to meet the highest possible levels of achievement in the various skills and content area of the language.

#### LOUISIANA STATE UNIVERSITY IN NEW ORLEANS

The Louisiana Legislature authorized in 1956 the establishment of Louisiana State University in New Orleans to extend undergraduate facilities of the University to the Greater New Orleans Metropolitan Area. In the session of 1961-1962 this branch operated for the first time as a four-year degree-granting institution. Because of the recency of its establishment, reference to this institution is confined to the session of 1961-1962.

The course offerings included four modern foreign languages: French, German, Russian, and Spanish. The courses offered, the semester hours of credit, the level of instruction (elementary, intermediate, or upper) may be observed in the following table.

TABLE V  
COURSES OF LOUISIANA STATE UNIVERSITY  
IN NEW ORLEANS

Language	1961-1962
	sem. hrs.
<u>French</u>	
Elementary	5
Intermediate	5
Intermediate (continued)	3
Readings in Literature	3
Advanced Grammar	3
Advanced Composition and Syntax	3
Survey of Literature	6
Practical Phonetics	3
Literature of Seventeenth Century	6
Literature of Nineteenth Century	3
Literature of Twentieth Century	3
<u>German</u>	
Elementary	5
Intermediate	5
Intermediate (continued)	3
Readings in Literature	3
<u>Russian</u>	
Elementary	5
Intermediate	5
Advanced	3
Advanced	3
<u>Spanish</u>	
Elementary	5

TABLE V (continued)

Language	1961-1962
	sem. hrs.
<u>Spanish (continued)</u>	
Intermediate	5
Intermediate (continued)	3
Readings in Literature	3
Advanced Grammar	3
Advanced Composition and Syntax	3
Survey of Spanish Literature	6
Phonetics	3
Spanish Drama of Nineteenth Century	3
Spanish-American Literature	6
Contemporary Spanish Literature	3

The total hours offered in French were 43, in German 16, in Russian 16, and in Spanish 43.

In the elementary courses of all four languages the oral-aural approach was used. More specifically the courses in French and Spanish included a minimum of formal grammar and special emphasis on conversation, supplemented by drill in the language laboratory. In German intensive drill in speech habits, conversation, comprehension, diction, and functional grammar were stressed along with laboratory work. In Russian, pronunciation, oral-aural practice in class and laboratory, grammar, and translation were emphasized.

The method for the intermediate courses of five hours each was a continuation of the oral approach. Again in French and Spanish class work was supplemented in the language laboratory, and reading material of moderate

difficulty was introduced. In German, readings in modern prose and systematic grammar review were included. For Russian, besides the oral practice, the elementary grammar was completed and translations were done. The three hour intermediate course in French, German, and Spanish involved continued reading, oral work, vocabulary building, and review of grammar. The title of the Russian course was "Advanced"; however, it, too, consisted of readings, especially of short stories and material using commercial and industrial terminology.

The more advanced courses, listed previously, included literature courses gradually progressing from surveys to more specific periods and literary genres, and phonetics, advanced grammar, syntax, and composition for the prospective teachers and students concentrating in the language.

The placement of students with high school preparation in a modern foreign language in a second, third, or fourth semester course of that language was made by tests or interviews to determine the course to pursue. Students presenting high school units in French or Spanish were given proficiency tests during the freshmen orientation period. For those presenting German or Russian, the faculty made the placement after interviews because only a very limited number of freshmen offered high school units in these languages.

For those students who desired only to meet language requirements in various curriculums and who presented three or four high school units in a language, credit examinations were given to satisfy the requirement for the

curriculum. In such cases credit was granted but no quality points. In the case that a student was placed on a higher level according to the standardized placement test score than he was adequately prepared for, then he might transfer to a lower level and receive full credit for that course. Therefore, he would not be penalized for the lack of training that was considered the standard for LSUNO students at that level.

Among the core of general courses deemed essential for all university students was a requirement in foreign languages. The completion of the second intermediate course or maximum of thirteen hours was required in all curriculums, except sixteen hours for an English major. The following list portrays (1) the degrees, (2) the field of concentration, (3) the maximum semester hours required, including the elementary course if no previous training, and (4) the specified language, if named, by its initial for the year 1961-1962:

	Sem. Hrs.
<b>Bachelor of Arts</b>	
Economics	13
Elementary Education	13
English	16
English Education	13
Government	13
History	13
Mathematics	13 F, G, or R
Pre-Law	13
Psychology	13
Social Science Education	13
Sociology	13
<b>Bachelor of Science in Business Administration</b>	
Accounting	13
Business Administration-Law	13

	Sem. Hrs.
<b>Bachelor of Science in Business Administration (continued)</b>	
Business Education	13
Economics	13
Finance	13
General Business Administration	13
Management	13
Marketing	13
Secretarial Science	13
<b>Bachelor of Science</b>	
Biology	13
Biology Education	13
Chemistry	13 G or R
Chemistry Education	13
Mathematics	13 G or R
Mathematics Education	13
Medical Technology	13
Physics	13 F, G, or R
Physics Education	13

Foreign language requirements were in every curriculum leading to the bachelor's degree.

Courses of study for majoring in French and Spanish leading to a Bachelor of Arts degree were offered at LSUNO, but no degree programs were available in German and Russian in 1961-1962. For a major a minimum of twenty-four hours above the intermediate course level was required, and ten additional hours in another foreign language.

In Foreign Language Education the teaching field was either French or Spanish with a minimum of twenty-four hours in courses above the intermediate course level. However, for a minor in either foreign language twenty-four hours of course work including the elementary and intermediate courses were required. Even though the teaching major and minor were foreign languages, an additional minor in another field was recommended. Professional

training consisted of twenty-three hours, including three hours for Materials and Methods in High School Languages, two hours of methods in the minor field, and six hours for student teaching, besides the basic education courses and psychology.

In an interview with the chairman of the Department of Foreign Language, two facts were underscored concerning the emphasis on modern languages in the curriculums offered at LSUNO. First, the institution was planned as a modified liberal arts college with a core of general courses deemed essential. Among these required courses were English, social sciences, foreign language, sciences, mathematics, and Books and Libraries. Second, each curriculum for a baccalaureate degree required the completion of at least thirteen hours of a language unless decreased on account of advanced placement on entrance. The course offerings were planned to meet the needs of the students whether for a major in French or Spanish or for meeting specific requirements for modern languages in other curriculums.

The growing prevalence of languages for national interest and welfare influenced the planning of the courses, the method of instruction, and the facilities to implement the offerings. In order to provide the students every opportunity of learning the spoken language, a laboratory with eighty positions was provided. Since freshmen from the secondary schools of the area usually presented two or more units of modern languages on entrance, plans for placement of these students naturally influenced the total program. During the few years of operation the faculty more than doubled in number, and the



overall enrollment within the department represented one third of the total university population.

Although the beginning plans of the Department were just materializing in the academic year of 1961-1962, further plans of improvements and expansion were formulated. Some of these included: (1) a curriculum for a German major; (2) a dual-type program for those who indicated interest in concentrating in modern languages and for those who merely needed to satisfy a language requirement; (3) revision of elementary and intermediate courses for non-language majors as four three-hour courses; (4) administration of the tests on seven areas recommended by the Modern Language Association of America in the junior year and again the senior year to detect any gaps in the student's preparation; and (5) additional staff and laboratory facilities. Weakness was reflected in the last mentioned need of faculty and facilities to meet the rapid expansion in enrollment.

Several practices and observations at LSUNO were noted: (1) attendance at the language laboratory was not compulsory, but the progress and proficiency of the individual student was said to indicate the amount of time spent in practice; (2) in the Liberal Arts Division, a minor field of concentration was not required, but language majors were required to include courses in general, American, and related European or Spanish American histories for eighteen hours; (3) several graduates who had majored in languages were pointed out for commendations: one for a scholarship abroad, and several who were teaching in Orleans Parish, for poise and ease in teaching their language classes.

To summarize, the newest of the four-year degree-granting institutions among the colleges and universities of Louisiana was organized to extend undergraduate facilities to the New Orleans area in a manner to meet the needs of the present generation. The curriculums were formulated to include core subjects deemed necessary for all graduates as future citizens. Modern foreign languages were included in all of these programs of instruction. The objectives of the courses in languages were directed toward proficiency in using the languages and understanding the culture and literature of the peoples who spoke them.

#### LOYOLA UNIVERSITY

Founded in 1847 as a liberal arts college and administered by the Society of Jesus, a religious order of the Roman Catholic Church, Loyola University has granted degrees since 1912 empowered by the General Assembly of Louisiana. The liberal arts curriculum was designed for the students to advance into scholarly or professional studies along with their religious and philosophical training.

In 1952-1953 the modern foreign languages offered were French, German, and Spanish. The languages offered in 1961-1962 were French, German, Russian, and Spanish. The following table is presented in order to give convenient reference to (1) the titles of the courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and (4) the academic years.

TABLE VI  
COURSES OF LOYOLA UNIVERSITY

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Remedial	0	
First Year (no preparation)	6	6
First Year (some preparation)	6	6
First Year (superior preparation)	6	
Intermediate (follows first above)	6	6
Second Year (follows second above)		6
Medieval Literature	3	3
Advanced Composition and Conversation	3	6
Survey of Literature	6	6
Non-Dramatic Literature of Renaissance	3	3
Classicism	3	3
Age of Enlightenment	3	3
Nineteenth Century Literature	3	3
Twentieth Century Literature	3	3
Skills for Education Majors	6	6
Historical Perspective		3
<u>German</u>		
Elementary	6	6
First Year (some preparation)		6
Intermediate	6	6
Second Year (follows second above)		6
Scientific	3	3
Advanced German		6
Conversation and Composition		6
Survey of Literature		6
<u>Russian</u>		
First Year		6
Second Year		6

TABLE VI (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>Spanish</u>		
First Year (no preparation)	6	6
First Year (some preparation)	6	6
First Year (superior preparation)	6	
Second Year	6	6
Second Year (follows second above)		6
Medieval and Renaissance Literature	3	3
Advanced Conversation and Composition	3	6
Survey of Spanish Literature	6	6
Golden Age	3	3
Cervantes	3	3
Nineteenth Century Literature	6	6
Twentieth Century Literature	3	3
Spanish American Literature	3	3
International Trade	3	
Historical Survey of Culture and Civilization		3
Skills for Education Majors		6

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 57 and 63, in German 15 and 45, in Russian 0 and 12, and in Spanish 57 and 66.

The method of teaching elementary modern foreign languages was the grammatical approach with emphasis on reading and writing. In 1952-1953 a non-credit remedial course was offered in French for the students who lacked a knowledge of functional grammar. The elementary courses in French and Spanish were sectionized according to the student's ability and previous training. One group was explicitly for those who had no pre-college preparation in

the language. This course included intensive grammar study, graded reading, and composition in five class periods a week each semester. The second group was designed for those students who presented two units of the language on entrance, but showed a definite weakness on the placement test. This course involved extra review of grammar, another level of graded reading, and composition. This section also met five times weekly each semester. The third group for elementary courses in French and Spanish was for those who showed superiority on the placement test. The instruction periods three times weekly included intensive grammar review, graded reading, and composition on a higher level than the previous section. Elementary German was not sectionized according to ability and previous preparation, for the students at that time did not usually present high school units in German. However, these classes met five times weekly both semesters for intensive instruction in grammar, graded reading, and composition.

In 1961-1962 the elementary courses in French, German, and Spanish were sectionized in two groups. One was for those who had no previous training in the language and the other for those who presented two high school units in that language. The objectives of the former were to gain a knowledge of the essentials of grammar and to acquire ability in reading graded materials. The purposes of the latter were to study intensively syntax, to review rapidly grammar, to write compositions, and to read selected materials. The elementary Russian course was offered only on one level, for students had no previous training in that language.

The intermediate courses in 1952-1953 were not grouped according to the student's ability and previous preparation. It was presumed that those who had the extra contact hours of classwork in either the first or second section of French or Spanish were able to continue together at this level. The second year courses of three languages included a review of grammar, selected class readings, collateral readings, and composition. For the second semester of the German course, an alternate course was offered for those majoring in sciences.

In 1961-1962 the intermediate courses in French, German, and Spanish continued the two levels of groupings that were used in the elementary courses. The content of these courses varied in extensiveness and intensiveness according to the previous courses pursued and included reading and composition. The same plan was continued from the former period for the second semester of the German course to include scientific rather than literary selections for reading. The Russian course followed the pattern of graded reading, review of grammar, and composition.

The advanced courses during the decade consisted of those which aimed to provide a more thorough knowledge of the languages through reading and writing. They ranged from composition, conversation, and the study of national civilizations, to specific literary periods and representative authors. In French and Spanish, special courses to give intensive training in particular skills were offered to students preparing to be teachers. All of the advanced courses were taught using the language itself as the vehicle of instruction.

General admission requirements to the College of Arts and Sciences of Loyola throughout the years under consideration specified that students should present two units in Latin or a modern foreign language; however, this requirement could be waived and the units supplied by scheduling an elementary language course. In addition, in 1961-1962, scores on the Scholastic Aptitude Test of the College Entrance Examination Board were required.

In 1952-1953 placement tests were administered to those presenting two units of the language on entrance to determine which section of the first year courses to pursue. One section was for those who needed more training and the other for those with superior preparation. In 1961-1962 the section-izing of first year courses was based on whether two high school units were presented or not. Placement tests were given to those who presented more than two units of the language; with satisfactory scores, students were eligible to enter more advanced courses.

For the several undergraduate degrees awarded at Loyola University, foreign languages were required or suggested as electives in the curriculums. The semester hours varied from six to eighteen. The following list delineates (1) the degrees, (2) the fields of concentration, (3) the maximum number of hours required, including the first year courses, (4) the specified language, if designated, by its initial, and (5) the academic years:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
Bachelor of Arts		
Classical		12
English	12	12
History	12	

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts (continued)</b>		
Journalism	12	
Philosophy	12	12
Pre-Legal	12	12
Sociology	12	
Speech	12	
<b>Bachelor of Philosophy</b>		
English	12	
History	12	
Journalism	12	
Philosophy	12	
Pre-Legal	12	
Sociology	12	
Speech	12	
<b>Bachelor of Social Science</b>		
History		12
Sociology		12
<b>Bachelor of Science</b>		
Biochemistry	12	
Biology	12	12 G
Chemistry	12 F or G	12 G
Journalism		12
Mathematics	12 F or G	12 G
Medical Technology	12	12
Physics	12 F or G	12 G
Pre-Dental	12	12
Pre-Medical	12	12
Public Relations		12
Television Engineering		12
Television Production		12
Television Sales Management		12
<b>Bachelor of Music</b>		
Composition	12	6
Organ		6
Sacred Music: Gregorian Church	12	12 F
Sacred Music: Organ	12	12 G
Voice	12	18*

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\* Six hours each of French, German, and Spanish.



	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Commerical Science (Evening Division)</b>		
Commerce	12 F or S	12 F or S
<b>Bachelor of Social Science (Evening Division)</b>		
English	12 F or S	12 F or S
Expression	12 F or S	12 F or S
History	12 F or S	12 F or S
Journalism	12 F or S	12 F or S
Political Science	12 F or S	12 F or S
Sociology	12 F or S	12 F or S
<b>Bachelor of Business Administration</b>		
Business Administration		6-12 electives
Business and Law		6-12 electives
Business and Mathematics		6-12 electives
International Trade	15 S	

Foreign languages were required in thirty-four curriculums for degrees in 1952-1953 and in thirty in 1961-1962. Also in the latter period, modern foreign languages were suggested as electives in three curriculums.

The general requirement for a major in French or Spanish in the College of Arts and Sciences at all times under consideration included at least eighteen hours in the upper division courses, that is, courses above the intermediate level, thereby totaling thirty hours. For a minor the requirement was twelve hours above the intermediate level, thus totaling twenty-four hours. According to university regulations each candidate for a degree must submit a thesis or take a comprehensive examination in his major subject. For students with a concentration in French or Spanish the examination was required.

Throughout the decade the requirement for those who desired to pursue certification as high school teachers of modern foreign languages was

a minimum of twenty-four hours of the language, including twelve hours of upper level courses. If the student selected a second language for a minor teaching field, eighteen hours were required. The professional courses included eighteen hours, six of them for student teaching. The methodology courses in French and Spanish were considered language courses rather than education courses.

In the Graduate School there were no programs for master's degrees in foreign languages. However, in the graduate program in the biological sciences a candidate had to demonstrate that he had a reading knowledge of at least one modern foreign language. The Executive Committee of the Department of Biological Sciences determined whether a written examination was necessary in each case.

During the years between 1952-1953 and 1961-1962 several innovations were made as noted in the interview. They embraced increase in number of course offerings, increase in enrollment, revision of sectionizing elementary and intermediate courses, placement tests for advanced standing, publication of a literary magazine, seminars in comparative literature, and oral and written comprehensive examinations.

Among the new courses offered at Loyola were the first two years of Russian and additional courses in German. Revision of offerings and cultural courses added in French and Spanish were noted.

Enrollment increase in modern foreign languages was considerable. Specifically, the total number for each language in the two periods was as follows:

	1952-1953	1961-1962
French	71	121
German	9	143
Russian	0	15
Spanish	152	121

The reduction of the number of sections of first year language courses enabled the faculty to offer other more advanced courses.

Placement tests were in latter period to determine advanced placement rather than just sectionizing first year courses. A literary magazine, Helicon, was published by the department. It contained prose and verse written by the students. Seminars in comparative literature were held by students in upper level language courses. A final innovation, the comprehensive examinations were expanded to be both oral and written for candidates for graduation and teacher certification.

These changes were influenced both by national trends and by the preparation of students in the secondary schools. The increase in enrollment in language classes in general, and in German, in particular, were due to national interest and requirements for science curriculums. The requirement of comprehensive examinations to give evidence of oral and written proficiency in the language before a recommendation for teacher certification followed two of the goals set forth by the Modern Language Association. Because of more pre-college preparation in languages, students were able to receive credit for elementary courses and to be promoted to upper level courses.

Tentative results of these improvements and innovations were indicated in the number of majors in French and Spanish and their accomplishments

since graduation. In a survey conducted by the Reverend Emmett M. Bienvenu, S. J., he noted that of thirty graduates majoring in languages eight had done graduate work in this country and six abroad.<sup>4</sup>

For the immediate future, plans were formulated to install a language laboratory and to augment further the course offerings in German and Russian. The weakness of the instructional program was considered to be that pronunciation and the skills of speaking and understanding the language were not taught in the beginning courses. Consequently, lectures in the language in upper level courses were difficult for the students who could read and write satisfactorily.

Among the observations noted at Loyola University were: (1) a first year course in French, German, and Spanish was offered for students with pre-college preparation and also for those with none; (2) the departmental staff members met to share ideas and to plan together the programs and activities; (3) the students wrote poetry and prose for their literary publication; and (4) special courses were offered to develop particular skills for the future teachers.

To conclude, the data concerning Loyola University indicated that the university purposes were being fulfilled in the language courses by providing scholarly and professional training. The curriculums and course offerings were being expanded to meet the needs of the students and demands of the times.

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<sup>4</sup>Emmett M. Bienvenu, S. J., "A Ten-Year Study: September, 1952, to June, 1963" (New Orleans: Department of Languages, Loyola University, 1963), p. 3. (Mimeographed.)

## MCNEESE STATE COLLEGE

The junior college that was founded in 1939 as a division of Louisiana State University became McNeese State College in 1950. Just as it was established to bring to Southwest Louisiana an institution of higher learning to meet the educational needs of the expanding population, it has continued to expand curriculums and courses for these same purposes through the years.

Among the courses offered students to acquire a broad cultural education were modern foreign languages. In 1952-1953 these languages were limited to French and Spanish; however, by the academic year of 1961-1962 German was included along with French and Spanish. The following table is presented in order to give convenient reference to (1) the titles of the courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and (4) the academic years.

TABLE VII  
COURSES OF MCNEESE STATE COLLEGE

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Elementary	5	6
Conversation	6	
Intermediate	5	6
Intermediate (continued)	3	

TABLE VII (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u> (continued)		
Culture and Civilization	3	3
Advanced Composition and Conversation	6	6
Survey of Literature	6	6
Nineteenth Century Literature		6
Contemporary Literature	6	6
Analytical Novel		3
Classical Drama		3
<u>German</u>		
Elementary		6
Intermediate		6
Culture and Civilization		3
<u>Spanish</u>		
Elementary	5	6
Conversation	6	
Intermediate	5	6
Intermediate (continued)	3	
Culture and Civilization	3	3
Advanced Composition and Conversation	6	6
Survey of Spanish Literature	6	6
Commercial Spanish		3
Nineteenth Century Spanish Literature	6	6
Contemporary Spanish Literature		6
Spanish American Literature		6

The trend for organization of language courses and hours of credit followed the pattern used while McNeese was a division of Louisiana State University in 1952-1953. The total hours offered in each language in 1952-1953 and 1961-1962 were in French 40 and 45, in German 0 and 15, and in Spanish 40 and 48.

The method of instruction in the five hour elementary courses was the conversational approach with essentials of grammar. During this early period elementary conversational courses were offered in French and Spanish to give a working knowledge of the spoken language; however, these courses were not substitutes for the elementary courses and could not be used to satisfy language requirements. By the summer of 1953 the elementary courses were converted to two three-hour courses in which classwork was supplemented by assigned hours of aural-oral drill in the language laboratory.

The intermediate courses of five hours and three hours were designed to continue stress on oral work and basic principles of grammar and to develop reading ability. The intermediate courses of three hours each semester that were instituted in 1953 were planned to review grammar, to read selections in the language, to develop further oral and written expression, and to require further laboratory experience according to the need of the individual student.

The advanced courses began with a study of the social and cultural background of the people and literature of France, Germany, or Spain. Then the upper level French and Spanish courses progressed from intensive review of syntax and composition, both oral and written, to principal movements in literary works. An additional type of course was offered only in Spanish for those interested in commercial aspects. This course emphasized vocabulary and format for business correspondence, with practice in translating and writing letters.

At McNeese students entering with high school units in modern foreign languages were placed in courses according to a set pattern. In the academic year of 1952-1953 students with no units or one unit entered the five hour elementary course; with two units, the five hour intermediate course; with three units, the second intermediate course of three hours; and with four units, the culture and civilization course. With the conversion of all the elementary and intermediate courses to three hours each semester in 1953, the plan for placement was altered accordingly. Students with no units entered first semester of the elementary course; with one unit, the second semester of the elementary course; with two units, first semester of the intermediate level; with three units, second semester of the intermediate level; and with four units, the culture and civilization course.

Exceptions were made if it was apparent that the student was not adequately prepared for that level. In such cases he was assigned to his proper level, receiving full credit regardless of the number of high school units presented upon entrance.

For several degrees offered at McNeese State College modern foreign languages were required or recommended as electives. The following list shows (1) the degrees, (2) the major field, (3) the number of semester hours including the elementary courses, if no previous training, (4) the specific language, if designated, by its initial, and (5) the academic session:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
Bachelor of Arts		
Art		15



	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts (continued)</b>		
English	16	15
English Education		12
History	16	15
Liberal Studies		15
Music: Applied		15
Music: Theory		15
Pre-Journalism	16	
Pre-Law	16	15
Radio and Television		15
Social Studies	16	15
Sociology		15
Speech		15
Theatre Arts		15
<b>Bachelor of Science</b>		
Biology	13	
Botany		12
Chemistry	13	12
Mathematics	13	12 F or G
Physics	13	12
Pre-Dental	13	12
Pre-Medical	13	12
Zoology	13	12
<b>Bachelor of Music</b>		
Instruments		12
Piano	12	12
Theory and Composition		12
Voice	10 F	18
<b>Bachelor of Science in Business Administration</b>		
Accounting	6-12*	6-12*
Business Administration	6-12*	6-12*
Secretarial Science	6-12*	6-12*
Foreign Trade	10 S	

In 1952-1953 fifteen curriculums made requirements for foreign languages and in 1961-1962 twenty-four. During the decade languages were suggested electives in three curriculums.

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\*Elective.

During the session 1952-1953 there were no curriculums offered for majoring in French or Spanish, only for minors. With expansion of course offerings as the college developed more fully into a four-year degree-granting institution, majors were offered in French and Spanish. The minimum requirement was thirty-three hours in the language, including the elementary courses.

In the Education Department, curriculums were listed in the catalogue of 1952-1953 for a major in French or Spanish with twenty-two hours of the language, counting the five hour elementary course, and at least eighteen hours of professional courses. Again as the college expanded and developed its curriculums the foreign language education program was strengthened for better preparation of future teachers. Requirements were increased to thirty hours of French or Spanish, including the elementary courses, and twenty-two hours of professional courses that included a high school methods course in foreign languages for three hours, directed observation for four hours, and student teaching for six hours. For a minor in one of the languages twenty-four hours were required.

By a legislative act in 1960 McNeese was authorized to offer graduate work leading to the master's degree in education. Plans were formulated to offer additional degrees, and approval was granted by the Louisiana State Board of Education in 1962.

For the degrees of Master of Arts in English, Master of Arts in Education with a major in English, Master of Education with a major in English, Master of Arts in History, and Master of Science with a major in Chemistry, a candidate was required to pass satisfactorily an examination

for reading proficiency in one modern foreign language. The candidate's choice of language had to be approved by the Head of the Department of Languages and by the major professor. German, French, or Russian were recommended for chemistry majors. If the candidate had had no training in the language approved, he had to audit courses to prepare for the examination.

By means of interviews with the Head of the Department of Languages and the instructors in French, German, Russian, and Spanish, factors not reflected in the catalogues were clarified. Among these points were the changes, the reasons for them, the results, plans for the future, and observations of practices within the department.

The improvements and innovations during the decade were considered to be threefold: (1) the installation of a language laboratory that expanded from a small one in a classroom to one with thirty-six listening booths, eleven channels, two controls, and a recording booth; (2) the expansion of course offerings to include curriculums for majoring in French or Spanish; (3) increased enrollment because of language requirements set forth in the scientific fields by professional organizations and associations.

National trends emphasizing modern foreign languages influenced the changes at McNeese. On the other hand, it was pointed out that the changes were not influenced by the pre-college preparation of students entering from the local and area secondary schools and that there was no appreciable increase of qualified students for advanced placement during the decade under consideration.

The results of these changes were noted in accomplishments of the students. With methods of instruction that were practical and theoretical, classwork and examinations, whether oral or written, were in the language.

For further expansion in the Department of Languages, proposals included the introduction of courses in Russian, revision of the curriculums for majors in French and Spanish to require thirty hours above the elementary courses, expansion of course offerings in the four modern languages, additional faculty, and increase in laboratory facilities with fifteen listening positions and four channels.

Some of the weaknesses or problems would be reduced by realization of the future plans mentioned above. Among those indicated in the interview were increasing the number of qualified faculty, encouraging more men to enter the teaching field of foreign languages, bringing the laboratory facilities up to more desired standards, and solving the ratio of students per class.

General observations noted were that their language laboratory was the first one installed in any of the colleges under the Louisiana State Board of Education and that now no minors were offered but concentration in subjects other than the major. Several practices at McNeese included the fact that all courses were taught in the language, all examinations were in the language, and grades were lowered one letter with excess absences from the assigned laboratory hours.

In summary, the curriculums and offerings in modern foreign languages developed and expanded along with the overall growth of the college

into a four-year degree-granting institution. As goals were attained, others were proposed for expansion and strengthening the department with quality always foremost.

### NICHOLLS STATE COLLEGE

Francis T. Nicholls Junior College was established as an integral part of Louisiana State University in 1948. For eight years the college operated as a branch of the University. In 1956 the State Legislature provided for the expansion of the junior college to a four-year degree-granting institution under the State Board of Education. Since the first degrees were not granted until 1958, a definitive comparison between the academic years of 1952-1953 and 1961-1962 could not be made.

French and Spanish were the languages offered during the junior college years. As the college developed and expanded its four year program, these same two languages were continued and expanded accordingly. The courses offered, in the session of 1961-1962, the semester hours of credit, the level of instruction (elementary, intermediate, or upper) may be observed in the following table.

TABLE VIII  
COURSES OF NICHOLLS STATE COLLEGE

Language	1961-1962
	sem. hrs.
<u>French</u>	
Elementary	5

TABLE VIII (continued)

Language	1961-1962
	sem. hrs.
<u>French (continued)</u>	
Elementary	3
Intermediate	5
Intermediate (continued)	3
Advanced Grammar	3
Advanced Composition	3
Nineteenth Century Novel	3
Phonetics	3
Seventeenth Century Classical Drama	3
Survey of Literature	6
<u>Spanish</u>	
Elementary	5
Elementary	3
Intermediate	5
Intermediate (continued)	3
Advanced Grammar	3
Advanced Composition	3
Readings in Spanish Literature	3
Nineteenth Century Novel	3
Spanish American Literature	3
Survey of Spanish Literature	6

Thirty-seven hours of courses were offered in French and also thirty-seven hours in Spanish.

The elementary courses in both French and Spanish stressed the oral approach to the language with only a minimum of formal grammar. Conversation was emphasized and supplemented by oral-aural drill in a language laboratory. Another elementary course in each language was offered for those students

who had pre-college training but who needed further preparation before entering the intermediate courses.

In each language there were two courses for the intermediate level. The first of these courses for five hours credit each was a continuation of the oral approach with supplementary drills in the laboratory and an introduction to reading material of moderate difficulty. The second intermediate courses for three semester hours of credit each consisted of readings, oral work, vocabulary building, dictation, and review of the basic principles of grammar.

The upper-level courses ranged from advanced grammar and composition through literatures of different centuries and genres with emphasis on representative authors. In the French phonetics course the oral aspects of the language were further refined by analyzing sounds, reading for intonation and rhythm, and transcribing material phonetically.

The method of placement for scheduling courses in the modern foreign languages was based on pre-college preparation. If a student presented only one unit of credit or none, he scheduled the elementary course. If he offered two units, he took a placement test to determine whether his preparation was adequate enough for him to enter the five-hour intermediate course or whether deficient enough for him to pursue the elementary course of three hours of credit before entering the intermediate course. With three units, he scheduled the second intermediate course, and with four units, the advanced grammar course. Placement tests were not used for those with three and four units.

For the Bachelor of Arts and Bachelor of Science degrees at Nicholls State College, several curriculums required foreign languages. The following list depicts (1) the degrees, (2) the fields of concentration, and (3) the maximum number of semester hours required including the elementary course, for the academic year of 1961-1962:

	1961-1962 sem. hrs.
Bachelor of Arts	
English	16
Library Science	10
Social Science and Pre-Law	8*
Speech	13
Bachelor of Science	
Animal Biology	8*
Chemistry	8*
Mathematics	8*
Medical Technology	8*
Physics	8*
Plant Biology	8*
Pre-Medicine	8*
Physical Therapy	8*

Foreign languages were required in twelve curriculums for degrees.

In the curriculums for the Bachelor of Science Degree in Business Administration there were three optional arrangements concerning required hours in English or a foreign language. Twelve hours of English were required except for those majoring in Foreign Trade; in that case those whose native language was English were required to take a foreign language in lieu of

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\* According to the catalogue of June, 1961, the foreign language requirement for degrees in the Division of Arts and Sciences was courses through the second intermediate level or thirteen hours, except sixteen for English; therefore, with only eight hours listed in the curriculums, pre-college training of at least two units was probably assumed to be usual.



English. The same option might be approved for those majoring in Transportation. The third arrangement of substituting hours in a foreign language for English were for students who had a B average in any commerce curriculum and who expected to do graduate work following graduation; in this case, only the last six hours of English might be substituted by two courses in the same language as a minimum.

The Division of Arts and Sciences offered no degree program in French or Spanish, only partial programs that were designed to make a smooth transition for students into more advanced work elsewhere or at Nicholls in the future.

In the Division of Education complete programs for majoring in French or Spanish were offered. Thirty-one hours of either language, counting the elementary course, were required. For a minor in either language twenty hours above the elementary level were required; however, if one of the languages should be the second language, only nineteen including the elementary course were required. The professional courses numbered twenty-one hours, including a special foreign language methods course for three hours credit and student teaching for six hours.

The overall improvements of the foreign language program at Nicholls were the expansion of course offerings and increased enrollments as the college developed into a four-year degree-granting institution. By means of an interview several innovations were noted: (1) a special methods course for those preparing to teach a foreign language was offered by a member of the foreign language faculty or of the education department with special stress on laboratory usage

in teaching; (2) the placement tests for those entering with two high school units of a language were both oral and written, even for native speakers; (3) for those who were not adequately prepared for the intermediate level, the elementary course was pursued for three hours credit rather than five; and (4) the use of the thirty booth monitored language laboratory was intensified.

These innovations were influenced by the national trends in modern foreign languages. Furthermore, it was pointed out that within the last few years freshmen had better preparation in language skills than previously. The results of the changes for strengthening the program were found in the increased number of those receiving advanced placement upon entrance and in the graduates who entered the teaching profession.

Future plans included further expansion. Among the goals were: (1) to enlarge the language laboratory from thirty to sixty booths and to install two recording rooms with essential equipment; (2) to have a full-time laboratory assistant; (3) to actuate the curriculum for a Spanish major; (4) to employ additional faculty; (5) to offer a third language; and (6) to establish a foreign language department. From these goals the weaknesses were noted--namely, lack of faculty and need of equipment to record tapes for permanent usage.

The general observation by one staff member was that there was cooperation and interest among the administration and the divisions of the colleges in promoting the foreign language program along national trends. The course offerings were expanded to meet the needs of students who desired the languages as a profession or for requirements in other curriculums. The spoken

language was the objective of all courses, with other skills of understanding, reading, and writing thereafter developed.

In summary, the changes and improvements in the foreign languages at Nicholls developed with the growth of the college as an institution of higher education, since its establishment in 1956. The courses were designed to follow national trends and goals of language proficiency. The future plans included gradual expansion to realize the goals to a greater extent than at present.

#### NORTHEAST LOUISIANA STATE COLLEGE

As several other state institutions of higher education, Northeast Louisiana State College was the outgrowth of a junior college. Ouachita Parish Junior College was founded under an act of the Louisiana State Legislature in 1928 and was opened in 1931 as part of the Ouachita Parish School System. From that beginning the junior college became a division of Louisiana State University; then it became a four-year degree-granting institution in 1950 under the State Board of Education. Since that time curriculums were developed for undergraduate and graduate programs to meet general and specialized educational needs of the increasing number of students.

The three modern foreign languages offered in 1952-1953 and 1961-1962 were French, German, and Spanish. The following table is presented in order to give convenient reference to (1) the titles of the courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and (4) the academic years.

TABLE IX  
COURSES OF NORTHEAST LOUISIANA STATE COLLEGE

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Elementary	6	6
Intermediate	6	6
Advanced Grammar	3	3
Advanced Composition	3	3
Survey of Literature	6	6
Literature of Eighteenth Century	6	
Phonetics	3	
Short Story	3	
Classical Period		3
Romantic Period		3
<u>German</u>		
Elementary	6	6
Intermediate	6	6
<u>Spanish</u>		
Elementary	6	6
Intermediate	6	6
Advanced Grammar	3	3
Advanced Composition and Conversation	3	3
Survey of Spanish Literature	6	6
Survey of Spanish American Literature	6	6
Phonetics	3	
Mexican Novel	3	

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 36 and 30, in German 12 and 12, and in Spanish 36 and 30.

The offerings for upper level courses in 1952-1953 were proposals for the time that a degree program would be given upon demand and with additional faculty.

The instructional method proposed and instituted when the college became a four-year institution and continued through the period of 1952-1953 was the oral approach in French and Spanish, but the reading objective in German. Classwork for the elementary courses in French and Spanish were supplemented by attendance in a laboratory, where the students were placed in contact with the spoken language through recordings designed to furnish them with aural-oral experience. In the intervening years until 1961-1962 the methods of instruction and objectives for all three languages at this level varied with the different instructors. The goals were to develop the basic skills of speaking, understanding, reading, and writing; however, the differences were according to the order of their emphasis of these skills.

The intermediate courses during the decade introduced reading material, review of grammar, and composition, and continued oral practice. The readings ranged from cultural and historical to literary aspects and to more scientific matters in German.

The upper level courses in French and Spanish which were proposed in 1952-1953 included advanced grammar and composition, surveys of literature, and phonetics. During the decade the courses offered were limited to advanced grammar with intensive review of grammatical principles and syntax, advanced composition with conversation, and survey of French and Spanish American literature with reports and collateral reading. In 1961-1962

additional courses in both languages were given: the classical and romantic periods of French literature and a survey of the development of Spanish literature.

Placement of students with pre-college training in foreign language was based on the number of units presented on entrance. In 1952-1953 the catalogue spelled out the following procedure. With one unit the student enrolled in the first semester of the elementary course; with two units, the first semester of the intermediate course; and with three units, the second semester of the intermediate course. In 1961-1962 the procedure was according to the tradition that a student with two units in one of the languages continued his college course at the intermediate level.

Several curriculums for the bachelor degrees awarded at Northeast Louisiana State College required foreign languages. The semester hours varied from six to eighteen. The following list indicates (1) the degrees, (2) the fields of concentration, (3) the maximum number of hours, (4) the particular language, if a preference was designated, by its initial, and (5) the academic session:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
Bachelor of Arts		
Economics		12
English	12	12
English Education	12	12
Geography		12
Government		12
History		12
Journalism	12	12
Library Science	12	12

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
Bachelor of Arts (continued)		
Pre-Law	12 F	12
Social Science	12	
Sociology		12
Speech	12	12
Bachelor of Music		
Applied		12
Instrumental Music		6
Music History and Literature		6
Music Theory and Composition		6
Voice		18 F and G
Bachelor of Science		
Biology		12
Chemistry	6 G	12 G
Geology	12	6
Mathematics	12	12
Physics		12 G
Pre-Dentistry	12	
Pre-Medicine	12	

Twelve fields of concentration required foreign languages in 1952-1953 and twenty-one in 1961-1962. In the former academic session the courses were designated as elementary and intermediate courses; in the latter academic year only by the number of hours required.

The curriculums for concentration in French, French Education, Spanish, and Spanish Education were inaugurated in 1952-1953. During the decade revisions were made.

In 1952-1953 thirty hours of French or Spanish were intended for a major in the Department of Liberal Arts. By 1961-1962, after the curriculum revision, thirty-six hours of a combination of foreign languages were required for a field of concentration. The combination major consisted of twenty-four hours in one language (French or Spanish) and twelve in another (French, German,

or Spanish). A minor in French or Spanish consisted of twenty-four hours.

For students preparing to teach in secondary schools separate curriculums were set up for building teaching majors and minors in both French and Spanish by the Education Department. In 1952-1953 the specified number of hours for a major in either language were thirty, not including the elementary courses, and twenty-four hours, including the beginning courses, for a minor. Twenty-four hours of professional training were designated in the curriculums--namely, six in psychology, and eighteen in education courses, including twelve for introduction, methods, principles, and measurement, and six for observation and practice teaching. In 1961-1962 the hours required for a teaching major in either language were lowered to twenty-four including the elementary course. The same number of hours was required for a teaching minor in either language unless it was the second foreign language, then eighteen hours. The hours for professional training were increased to twenty-seven hours by the addition of another course in psychology.

By means of a series of interviews it was revealed that between 1952-1953 and 1961-1962 the modern foreign language program at Northeast Louisiana State College underwent three phases: (1) proposal for curriculums with concentration in French or Spanish, (2) reverses because of lack of staff members to implement the program, and (3) some steps toward revision of curriculums and offerings to strengthen the program.

With the expansion of the College into a four-year degree-granting institution curriculums for a major in French or Spanish were set up by the



Departments of Education and Liberal Arts. The fulfillment of these programs was not realized because the number of staff members was not increased; the offerings were reduced to the minimum for state certification and a combination of two foreign languages for a major in Liberal Arts.

In 1960 a Department of Languages, including English, French, German, and Spanish, was organized with a full time chairman. Several improvements were noted in this period--namely, plans to make more uniform the objectives and methods in the elementary and intermediate levels of each modern foreign language, two additional literature courses in both French and Spanish, plans for an electronic language laboratory, an intensive elementary course in French or Spanish during the summer session for six hours of credit, workshops and conferences with the secondary teachers of the area for better articulation between college and the secondary schools, and additional faculty and sections of the elementary and intermediate level courses in order to meet the needs of the increased enrollment of students on these levels.

These innovations were a result of nationwide trends rather than state-wide trends because the influx of students with more pre-college preparation had not been realized at this time. However, the fact that Spanish was offered by television in elementary school classes, both French and Spanish in the junior high schools, and an additional year in some high schools indicated that future considerations had to be made at the college level. The tentative result was considered to be the additional faculty to meet the demand for courses within language requirements of other curriculums and the addition of enriching courses in both French and Spanish.

Contemplations for the future continued to include expansion of course offerings and sections, realization of an electronic language laboratory, additional faculty members, coordination of objectives and methods in the first two levels, adequate teaching facilities and equipment, expansion of offerings for a major concentration in French or Spanish and a minor concentration in German, limitation of size of classes for the first two years in foreign language courses, and books for the library for the present course offerings and for the additional ones proposed. The weaknesses were reflected in the plans projected for the future and, in addition, better scheduling of classes, especially the lower level courses where more contact hours would be more advantageous than two one and a half hour classes twice weekly, and cooperation among all the administrative divisions of the college.

Specific practices observed among the modern foreign language classes were these factors: (1) final examinations in elementary Spanish consisted of fifteen minute speeches in the language; (2) examinations in other Spanish courses were given in the language; (3) special reports in Spanish, oral or written, were graded at least one letter grade higher than the same report given in English; (4) special reports that were presented in French were half the required length in pages; (5) the culture, history, and geography of Germany were stressed; (6) a coffee hour was held annually by the German students for the faculty; and (7) a club for French and Spanish students fostered practical as well as cultural phases of the languages; and (8) a scholarship with a stipend of \$25 monthly was awarded annually to a student of French or Spanish.

To summarize, the modern foreign language offerings during the decade at Northeast Louisiana State College were extended to meet the over-all college increase in enrollment of students fulfilling foreign language requirements in other curriculums. The programs for concentration in a language were limited to only the minimum number of hours. Implementation of plans for the future was considered basic for strengthening and expanding the programs with the objective of developing the basic skills to understand, speak, read, and write the languages.

#### NORTHWESTERN STATE COLLEGE OF LOUISIANA

The historical background of Northwestern State College of Louisiana dates from 1885, when a normal school was established to offer two years of work training teachers. In 1918 the Normal became a four-year degree-granting institution. The functions and the curriculums expanded during the years to include not only undergraduate work in four divisions but also several graduate programs.

The modern foreign languages offered in 1952-1953 and 1961-1962 were French, German, and Spanish. The following table is presented in order to give convenient reference to (1) the titles of the courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and (4) the academic years.

TABLE X  
COURSES OF NORTHWESTERN STATE COLLEGE  
OF LOUISIANA

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Introduction	3	3
Elementary Reading	3	3
Intermediate Reading	3	3
Prose and Poetry	3	3
Short Story	3	3
Advanced Grammar	3	3
Composition	3	3
Conversation	3	3
Phonetics	3	3
Seventeenth Century Classical Drama	3	3
Modern and Contemporary Drama	3	3
The Novel	3	3
History of the Literature	3	3
<u>German</u>		
Introduction	3	3
Elementary Reading	3	3
Intermediate Reading	3	3
Readings in Prose and Poetry	3	3
Schiller	3	3
Scientific and Technical	3	3
Literary Prose	3	3
Goethe	3	3
Conversation	3	3
Advanced Literary Prose	3	3
Poetry	3	3
Advanced Scientific and Technical	3	3
Advanced Conversation	3	3

TABLE X (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>Spanish</u>		
Introduction	3	3
Elementary Reading	3	3
Intermediate Reading	3	3
Reading of Prose and Poetry	3	3
Reading	3	3
Grammar	3	3
Conversation and Composition	3	3
Novel	3	3
Drama	3	3
South American Literature	3	3
Spanish Poetry	3	3
Don Quixote	3	3
Survey of Literature	3	3

The total hours offered during the decade were 39 in each of the three languages.

Aspects of methodology indicated the development of all skills but in the order of reading, writing, understanding, and speaking in 1952-1953. Later during the decade with the use of a language laboratory, more emphasis was put on the spoken language in elementary courses than formerly.

The elementary courses throughout the time scope of this study were designed for those with no previous experience in the language and for those with two years in high school. The introductory courses in all three languages emphasized essentials of grammar necessary for reading, translation into English, vocabulary building, and pronunciation. The continuation courses were reading selections concerning literature and life of the people who spoke

the language and collateral reading in addition. A three-hour elementary reading course was included for each language. These courses were designed for students who presented two high school units in the language with emphasis on grammar and reading. Later laboratory practice was required, but without credit for the first year courses.

The intermediate level courses stressed reading of prose and poetry with collateral readings. Students who contemplated majoring in French were advised to pursue the advanced grammar course on this level. For the second semester German course students elected a literary course or a scientific and technical one, depending on their interest and purposes for study. For Spanish majors and minors advanced grammar, composition, and conversation courses at this level were recommended rather than the reading courses or in addition to them.

The upper level courses further developed knowledge of the languages and literatures. Intensive reading, interpretations, and analyses were integral parts of the courses in literature whether concerned with the novel, drama, poetry, or survey of the entire scope. Conversation, composition, and phonetics were included in French at this level. Elementary and advanced conversation in German were introduced on this level.

Placement of students who had pre-college preparation followed the procedure of entering the especially designed first year course in intermediate reading. In 1961-1962 when students presented more than two units of the language, an interview was held to determine the level of advanced placement; the advanced standing was granted on a trial basis.

Non-language majors in several undergraduate fields had foreign language requirements in their respective curriculums for degrees. The requirement of twelve hours had to be completed in one language. The following list depicts (1) the degrees, (2) the fields of concentration, (3) the maximum number of semester hours required, including the first year course, (4) the specified language, if designated, by its initial, and (5) the academic session:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts</b>		
Art		12
Economics		12
English	12	12
English Education	12	12
Geography		12
Government		12
History		12
Journalism	12	12
Library Science		12
Library Science Education	12	12
Music		12
Pre-Law	12	12
Social Sciences (General)		12
Social Welfare		12
Sociology		12
Speech		12
<b>Bachelor of Science</b>		
Bacteriology		12
Botany		12
Chemistry	12 F or G	12 F or G
Mathematics		12 F or G
Medical Technology		12
Physics	12 F or G	12 F or G
Pre-Medical	12	12
Wildlife Management		12
Zoology		12
<b>Bachelor of Music</b>		
Music		12

Eight curriculums had foreign language requirements in 1952-1953 and twenty-six in 1961-1962. The increase was attributed to the revision of the School of Arts and Sciences.

During the decade majors were offered in French, German, and Spanish. At least twenty-seven semester hours of credit were required in the language. This total included the first year courses. A minor was offered in each language and consisted of eighteen hours. Within each language field certain courses were included as required--namely, in French, the short story, advanced grammar, composition, and phonetics; in German, readings in prose, Schiller, literary prose, Goethe or poetry, and two conversation courses; and in Spanish, advanced grammar and conversation and composition.

For those in the School of Education certifying with a major in French, German, or Spanish the number of hours required in the language was twenty-seven; with a minor, twenty-four. Professional training during the decade consisted of eighteen hours. However, in 1952-1953 the courses included only one psychology course and three in education besides student teaching. In 1961-1962 two psychology courses were in the program. During both academic years the methods course was a general one for all high school subjects.

Northwestern State College was authorized to offer graduate work leading to a master's degree in 1954. The offerings were expanded in 1958. For several degrees a reading knowledge of one modern foreign language was required. With twelve hours of a modern foreign language in the undergraduate program, an examination for a reading knowledge was not necessary. Otherwise,



an examination was administered when the student was prepared. The following list indicates the degrees and fields of concentration in which a reading knowledge of one modern foreign language was required.

Master of Arts

English

History

Geography

Social Sciences

Speech

Master of Science

Bacteriology

Botany

Chemistry

Zoology

By means of a series of interviews, the principal innovation and improvement during the decade were revealed to be the installation of a language laboratory and the increase in enrollment. The laboratory had fifteen positions for students to improve their skills in speaking and understanding. Not only did the overall enrollment increase, but also the number of foreign language majors.

These changes were influenced by renewed interest in languages, and especially spoken languages, throughout the nation and by the programs in secondary schools of the area. More students presented two or more high school units on entrance. This fact was more noticeable in French because that was the language taught by most of the local schools; however, Spanish was becoming prevalent. Tentative results of these changes were the improvement of the graduates in all the skills of speaking, understanding, reading, and writing.

Contemplations for the future indicated that the departmental program and objectives would be further directed toward greater development of language skills. Among the plans were: (1) additional courses in French, Spanish,

and German; (2) revision of the curriculums in a logical sequence; (3) division of courses into two where the scope of material was too great for only one semester; (4) elimination of the first year three-hour course for those who presented at least two high school units; (5) an increase in the total hours required for a major to thirty-three, including the first semester of the elementary course, and a minor to twenty-one hours; (6) provision for a special methods course in foreign languages; (7) offerings in Russian; and (8) a graduate program. The weaknesses in the instructional program were indicated by the contemplations for expanding the program. Another weakness was the lack of staff with the increase in enrollment in foreign language classes and in number of majors and minors.

Several practices and observations made were: (1) a special first year course of three hours credit was offered for students with pre-college preparation; (2) the language laboratory attendance was assigned and compulsory with no credit; (3) students in both elementary and intermediate Spanish courses were required to practice in the laboratory; and (4) interviews were held rather than tests given to determine advanced placement.

In conclusion, Northwestern State College of Louisiana had the same curriculum offerings in French, German, and Spanish during the academic years of 1952-1953 and 1961-1962. Nevertheless, the methods changed to stress the oral approach with the installation of the laboratory. The plans for the future were beginning to materialize in the year beyond the scope of this study.

## ST. MARY'S DOMINICAN COLLEGE

In 1860 the Dominican Sisters of Cabra arrived from Ireland to teach in New Orleans. The Sisters enlarged their sphere of activity to establish a "Literary Institute" in 1861. From that beginning, expansion to the status of an academy, a normal school, and a four-year college in 1910 marked the development of St. Mary's Dominican College as a Roman Catholic liberal arts college for women. The ideals and purposes were directed toward intellectual development of the students through curricular and extra-curricular activities that contributed toward the liberal arts of living purposefully, being a Christian, being human, being actively intelligent, being intelligible, having social-mindedness, and living graciously.

The two modern foreign languages offered in academic sessions of 1952-1953 and 1961-1962 were French and Spanish. The following table is presented in order to give convenient reference to (1) the titles of the courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and (4) the academic session.

TABLE XI

## COURSES OF ST. MARY'S DOMINICAN COLLEGE

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Elementary	6	6

TABLE XI (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u> (continued)		
Intermediate	6	6
Survey of Literature	6	6
Short Story	3	3
Modern and Contemporary Literature	6	6
Conversation		3
Civilization	3	3
Drama	3	3
Novel		6
Classicism	6	6
Literary Classics (in English)	3	3
Catholic Revival	3	3
<u>Spanish</u>		
Elementary	6	6
Intermediate	6	6
Oral and Written Composition	3	2
Survey of Spanish Literature	3	6
Spanish-American Literature	3	3
Modern and Contemporary Spanish Literature	6	6
Commercial	3	3
Civilization	3	3
Drama	3	3
Novel	3	3
Golden Age	6	6

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 45 and 54 and in Spanish 45 and 47.

Throughout the decade the basic purposes of the courses in humanities and foreign languages in particular were to make the students conversant with fields of artistic endeavor which had contributed to world culture and to give them

every opportunity for acquiring fluency in the language in order to enjoy writing and communicating ideas with accuracy and ease. By the academic year of 1961-1962 the course work to further these purposes was supplemented by a language laboratory. This laboratory, that was a donation to the College, consisted of 16 positions for listening, repeating, and recording.

The aims and methods used for the elementary courses in French and Spanish during the decade were to acquire the essentials of grammar and pronunciation. Thus the ability to understand, speak, read, and write the language within the vocabulary range of the class might be attained. The opportunity to perfect these goals to a greater degree were implemented by the language laboratory facilities.

The intermediate courses included a review of grammar and reading in the language to give the students a better understanding of the language and a better means of expression. In French the courses throughout the decade emphasized grammatical principles and detailed study of irregular verbs. In Spanish the courses at this level stressed grammar review, dictation, conversation, reading from literature and periodicals, and easy themes.

The advanced courses enhanced further the knowledge of the language and the literature, with all courses conducted in the language. These courses included representative periods and types of literature, civilization, and commercial Spanish.

Admission requirements to St. Mary's Dominican College for many years stipulated that an applicant be a graduate of an accredited high school with fifteen units, two being in a foreign language. By 1961-1962 other factors,

in addition, were a satisfactory score on the Scholastic Aptitude Test of College Entrance Examination Board and the Advanced Placement Test in applicable subjects, if advanced work had been done in high school. Also in more recent years placement tests in the two languages were administered to those who presented at least two high school units of a modern foreign language. These tests were both oral and written in order to determine the ability of the student and level in which she should begin her college work. The procedure also served to schedule classes of homogeneous groupings.

For the two degrees conferred by the College, the curriculums provided for general education to afford a broad cultural background. Among the prescribed courses were six hours of a foreign language. With the two units required for entrance, this meant the completion of at least the intermediate course or twelve hours if there was a deficiency on entrance. In 1952-1953 a reading knowledge of one foreign language was required of candidates for degrees in the Divisions of Humanities, Natural Science, Philosophy and Theology, and Social Science, but not in the Division of Community Service. The following list depicts (1) the degrees, (2) the fields of concentration, (3) the maximum number of semester hours required, including the elementary courses, if no pre-college preparation, and (4) the academic session:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
Bachelor of Arts		
Elementary Education	12	12
English	12	12
English Education	12	12
History	12	12
History Education	12	12

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts (continued)</b>		
Philosophy	12	12
Sociology	12	12
Speech		12
Speech Education		12
<b>Bachelor of Science</b>		
Biology		12
Biology-Chemistry	12	
Biology Education	12	12
Business Education		12
Chemistry		12
Chemistry-Biology	12	
Chemistry Education	12	12
Mathematics	12	12
Mathematics Education	12	12
Medical Technology	12	12

In 1952-1953 foreign languages were required for fourteen fields of concentration and in 1961-1962 for seventeen. However, it was noted that the requirement might be satisfied by Latin rather than French or Spanish.

Majors were offered in French and Spanish during the decade. The requirements consisted of a minimum of thirty-six hours in the language and related subjects, twenty-four of which were to be in the advanced courses offered by the specified department. The requirements of hours in the language for those preparing to teach in high school were exactly the same as in the other program. For certification the students elected eighteen hours of professional courses, that included besides psychology and general education courses, three hours for materials and methods in teaching French or Spanish conducted by a professor of the language, and student teaching. In 1952-1953 four hours were given for student teaching, but later six hours. In the 1961-1962 catalogue, it was noted that future teachers were required to spend some of their unscheduled

time in observing classroom procedures on and off campus.

The interviews at St. Mary's Dominican revealed that improvements had been made toward the attainment of oral perfection in the languages, that arrangements for study abroad were possible, and that placement tests were inaugurated for those with pre-college preparation. Through the laboratory facilities and classwork students were given the opportunity to acquire speaking, understanding, reading, and writing skills in French and Spanish. The cultural values of studying abroad could be manifested in three possible programs: (1) the Junior Year in France at the Institute for American Universities in Aix-en-Provence, (2) a summer session in Mexico City, or (3) educational travel to major centers of culture in Europe. The placement tests were devised in order to determine not only the ability of the students, but also the exact level she should begin her college work. As a result individual differences were met and homogeneous groupings were realized.

These changes were instituted because of national and state trends in foreign language instruction. As the secondary schools offered more units in languages and more effective oral training, the entering students received advanced placement.

The future expansion in French and Spanish included more course offerings concurrently with the growth of the college and more specialized courses for the gifted and introduction of German courses. The weakness of the college was considered also to be the departmental weakness: the dropout of students after the first year on account of marriage.



Several observations included these factors: (1) placement tests were oral and written; (2) all classes were conducted in French or Spanish; (3) all students were required to take the Humanities Reading Program, which included masterpieces in both French and Spanish literature; (4) at least six hours of a foreign language, depending on entrance units were required for either degree program; (5) some of the faculty had experience in language institutes and had served on special national research committees; (6) French and Spanish clubs endeavored to develop a deeper appreciation of the art, literature, music, and culture of the French and Spanish speaking countries; and (7) the Spanish Club published La Verdad quarterly.

To summarize, modern foreign languages were an integral part of the curriculums at St. Mary's Dominican College. The purposes of the language courses were to give the students a broad background in reading masterpieces and opportunity to communicate in the language. The Dominican faculty started plans for expansion and enlarging the sphere of activity in 1860 and continued throughout the years as demands and trends were feasible for them to incorporate in their programs of study.

#### SOUTHEASTERN LOUISIANA COLLEGE

The historical background of Southeastern Louisiana College dates from the establishment of the Hammond Junior College in 1925. Although this junior college became a part of the state educational system under the control of the State Board of Education in 1928, it was not until 1938 that it became a four-year college. An amendment to the Constitution of the State of Louisiana

established Southeastern Louisiana College and granted it the same status as the other four-year colleges under the control of the State Board of Education.

The modern foreign languages offered in 1952-1953 were French, German, Russian, Spanish, and a special one-semester-hour course in Italian for voice majors. The languages offered in 1961-1962 were the same ones with the exception of the Italian course which had been eliminated. The following table is presented in order to give convenient reference to (1) the titles of the courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and (4) the academic session.

TABLE XII  
COURSES OF SOUTHEASTERN LOUISIANA COLLEGE

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Elementary	6	6
Intermediate	6	6
Conversation	2	
Short Story	6	6
Survey of Literature	6	6
Novel	6	
Drama	6	
Romanticism	6	
Supervised Reading		TBA*

\*Credit hours to be arranged.

TABLE XII (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>German</u>		
Elementary	6	6
Intermediate (Literary)	6	6
Scientific	6	
Supervised Reading		TBA*
<u>Italian</u>		
Pronunciation	1	
<u>Russian</u>		
Elementary Reading	6	6
Elementary Spoken	8	
Intermediate Reading	6	
<u>Spanish</u>		
Elementary	6	6
Spoken	8	
Intermediate	6	6
Conversation	6	
Writing	4	
Golden Age	6	6
Hispanic Literature of Nineteenth and Twentieth Centuries	6	6
Advanced Grammar and Composition	4	6
Supervised Reading		TBA*

\* Credit hours to be arranged.

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 44 and 24 plus credit hours for supervised reading, in German 18 and

12 plus credit hours for supervised reading, in Italian 1 and 0, in Russian 20 and 6, and in Spanish 46 and 30 plus credit hours for supervised reading. The total number of hours of courses listed in 1961-1962 showed a decline from the number listed in 1952-1953. However, this decline might be explained by the fact that courses not offered within a five year period were dropped in accordance with a ruling by the State Board of Education. Then courses were added as student needs were recognized.

In 1952-1953 the objectives of the elementary language courses were either to attain a reading knowledge or to acquire a speaking knowledge or to accomplish a combination of reading and speaking knowledge of the language. The first French courses introduced the learning of sounds, the study of grammatical elements by means of conversation, dictation, and easy prose reading. Two types of elementary courses were offered in German, Russian, and Spanish. One was primarily for the reading approach by using graded readers in class and required collateral readings outside of class and by introducing pronunciation and grammar as necessary. The other, carrying eight semester hours of credit in Russian and Spanish and six in German, was designed for the oral approach by using model conversations to introduce inductively elements of pronunciation and grammatical rules and by listening to records and practicing original conversations. The elementary Italian course was designed for voice majors to perfect pronunciation. By the session of 1961-1962 the objectives for the elementary courses were to acquire both speaking and reading knowledge of French, German, Russian, or Spanish.

The intermediate courses during the decade were based on intensive reading and review of grammar. In the French courses of this level an intensified study of verbs, syntax, and idioms was included along with readings of prose masterpieces. The German courses were offered in two different sections, literary and scientific, but reading material both in class and outside were included. The content of Russian and Spanish intermediate courses embraced an equal amount of readings in class and collateral readings out of class and stressed grammatical explications and compositions. Throughout the years considered in this study these courses at this level followed the same pattern of selected readings in literature, vocabulary building, and grammar.

The upper level courses progressively enhanced the knowledge of the respective literatures and languages, spoken and written. In the later years the supervised reading courses were devised in order to satisfy the number of hours needed by individual students to fulfill requirements for a major or minor in the language.

The method of placement was fixed by the number of high school units of a language presented on entrance. With no units or only one the student entered the elementary course; with two or three units, the intermediate; and with four, an upper level course. According to the 1961-1962 catalogue, students offering two high school units of a language would not receive college credit for the elementary course in that language and would be considered auditors if they registered for the course.

For several degrees awarded at Southeastern Louisiana College foreign languages were required. The number of hours varied from one to twelve.

The following list depicts (1) the degrees, (2) the fields of concentration, (3) the maximum number of hours required, including the elementary courses, if no previous training, (4) the specified language, if designated, by its initial, and (5) the academic year:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts</b>		
Art		12
Economics		12
English	12	12
English Education	12	12
Geography		12
Government		12
History	12	12
Pre-Legal	12	12
Psychology		12
Social Sciences		12
Sociology		12
Speech	12	12
Speech Education	12	12
<b>Bachelor of Science</b>		
Botany	12	12
Chemistry	12 G	12 G
Mathematics	12	12
Medical Technology		12
Physics	12 F or G	12 F or G
Pre-Medicine	12	12
Zoology	12	12
<b>Bachelor of Music</b>		
Voice	1 I	

Thirteen curriculums for degrees in 1952-1953 called for foreign language requirements and twenty in 1961-1962. Foreign languages were required in several pre-professional curriculums--namely, pre-nursing, pre-dental,

pre-journalism during the decade and pre-veterinary in 1952-1953.

Throughout the years from 1952-1953 to 1961-1962 curriculums for majors in French and Spanish were offered. The requirement of the same number of semester hours of the language remained constant. Specifically, if no high school units were presented, a minimum of thirty hours of the language was necessary for a major, however, if two high school units were presented, the minimum was twenty-six hours. In either case sixteen hours of upper level courses were to be included in the total number of hours credit.

For a teaching major or minor in either French or Spanish the same number of hours was required in the chosen language. A minor in either language included eighteen hours, if either were the second language, or otherwise twenty-four hours. Twenty-one hours of professional courses of psychology and education included a general methods course in methods in high school subjects and student teaching for six hours of credit.

Interviewing at Southeastern Louisiana College revealed that improvements during the decade were in the equipment for a language laboratory and an increase in enrollment and faculty in the department. Whereas formerly laboratory equipment consisted of merely record players and recordings, later two tape recorders with tapes and seven caliphones were used in a listening room; in addition, five listening booths in the library presented greater potentialities for this type of oral-aural practice. After a decline in foreign language enrollment, an upsurge was noted in 1960, and, therefore, by necessity additional staff was added. Also more students indicated interest in majoring in languages.

These factors resulted from the extension of interest in modern foreign languages nationwide and statewide. Generally, the students who presented two or more units of a language were better prepared in the later years than formerly. Although records were used to improve the students' skill in understanding and speaking, the additional equipment augmented the number of available positions and was more practical than the two hour practice periods formerly used.

Contemplated plans for the future included additional equipment for the listening room, revision of curriculum and course offerings, and additional staff members. The proposed change in foreign language curriculums would increase the requirement of advanced courses to twenty-four hours instead of sixteen above the intermediate level. The new courses proposed were listed as follows:

	Sem. Hrs.
(1) French Phonetics	3
(2) French History of Language	3
(3) French Theatre Since 1930	3
(4) French Classical Drama	3
(5) Spanish Phonetics	3
(6) Survey of Spanish Literature; Beginning to Seventeenth Century	6
(7) Survey of Spanish Literature; From Eighteenth Century to Present	6
(8) History of Spanish Language	3
(9) Latin American Civilization	6
(10) Spanish Romanticism	3

These courses would replace the Supervised Reading course with definite ones and would include a wider range for the twenty-four hours of advanced courses in the proposed curriculum for a language major. Additional faculty would be needed to expand the curriculum and to offer a greater variety of courses and



sections. The weakness of the Foreign Language Department was evident in the plans for the future, which would eliminate the lack of faculty, need for a more fully equipped laboratory, and courses for those students majoring in languages.

Among the observations of practices concerning foreign language programs at Southeastern Louisiana College were the importance of collateral readings, the testing program in elementary French, and the experimental method of teaching pronunciation in elementary Spanish. For the elementary and intermediate courses in French, German, Russian, and Spanish prescribed numbers of pages of collateral reading were required for each language. In elementary French courses four examinations were given during the semester; three were on grammar and one on reading. In order to pass the course a student must make A or B on all of these examinations before entering the second semester of this level course. The student would repeat the course until the desired grades were attained. The experimental method in elementary Spanish was designed to teach pronunciation structurally by means of tape recordings and charts without using actual Spanish words.

During the span of years from 1952-1953 to 1961-1962 the Department of Foreign Languages at Southeastern Louisiana College cooperated intra-departmentally and interdepartmentally to offer courses needed by students to meet curriculum requirements for non-language majors' professional needs, and to offer curriculums for majors and minors in French and Spanish. The standards of work were in direct relationship to the objectives of a reading and speaking knowledge of the language. The future plans anticipated that

students would have more pre-college preparation because of the influence of national and state trends in languages at the secondary school level.

### TULANE UNIVERSITY

Although Tulane University, a privately endowed institution of higher education, had an historical background dating from 1834, it was organized under its present form of administration and named for Paul Tulane in 1884. Within the University there are ten separate schools and colleges that have their individual organization for administrative purposes but operate in a coordinate pattern designed to complement each other in terms of course offerings and areas of specialization. Especially is this true of the College of Arts and Sciences for men and Newcomb College for women, where introductory courses are offered separately and those on the more advanced level are coeducational, thus making maximum use of university resources.

The modern foreign languages offered in the academic year 1952-1953 were French, German, Italian, Portuguese, Russian, and Spanish. By the session of 1961-1962 the same languages were offered, but the program of courses had expanded in number and in specialization. The following table is presented in order to give convenient reference to (1) the titles of the courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and (4) the academic session.

TABLE XIII  
COURSES OF TULANE UNIVERSITY

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Elementary	6	8
Experimental Elementary		8
Intermediate	6	6
Experimental Intermediate		6
Introduction to Literature		6
Literature in Translation	6	
Contemporary Through Periodicals	6	
Civilization	6	
Aural-Oral	6	
Conversation		6
Survey of Literature	6	6
Advanced Composition	3	
Thesis for Honors	3	3
Advanced Grammar and Composition		6
Phonetics		6
Methods of Teaching Romance Languages	3	3
History of the Language	3	
Literary Analysis and Criticism		6
Explication de textes		6
Old French	6	6
Novel	6	
Short Story	6	6
Sixteenth Century Literature	6	6
Seventeenth Century Literature	6	6
Eighteenth Century Literature	6	6
Nineteenth Century Drama	6	6
Nineteenth Century Novel	6	6
Twentieth Century Novel	3	3
Twentieth Century Drama	3	3
Romantic Poetry	6	6
Symbolism and Modern Poetry		6
Readings in Masterpieces		6
Problems in Literature	6	
Projects in Linguistics	6	

TABLE XIII (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>German</u>		
Elementary	6	8
Intermediate	6	6
Scientific Readings	6	6
Introductory Course	6	6
Representative Literature	6	6
Spoken and Written German	6	6
Novelle	6	6
Drama	6	6
Modern Literature	6	6
Age of Goethe	6	6
Advanced Conversation, Composition, and Phonetics	6	6
Romanticism to Poetic Realism	6	6
Naturalism to Neo-Romanticism	3	3
Expressionism to Present	3	3
Eighteenth Century Drama	6	6
Modern Drama	6	6
Nineteenth Century Prose	6	6
Schiller		3
Old High German		3
Middle High German		3
<u>Italian</u>		
Elementary	6	8
Intermediate	6	6
Introductory Course		6
Survey of Literature	6	6
Conversation		6
Dante	6	6
Divine Comedy (English)		6
Renaissance		6
Nineteenth Century		6

TABLE XIII (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>Portuguese</u>		
Elementary	6	6
Intermediate	6	6
Literature of Brazil	3	6
Literature of Portugal	3	6
<u>Russian</u>		
Elementary	6	6
Intermediate	6	6
Advanced		6
Survey of Nineteenth Century Literature		12
<u>Spanish</u>		
Elementary	6	8
Experimental Elementary		8
Intermediate	6	6
Experimental Intermediate		6
Introductory Course	6	
Survey in Translation	6	
Survey of Literature	6	6
Conversation		6
Commercial	6	
Masterpieces	6	6
Thesis for honors	3	3
Advanced Conversation, Composition, and Phonetics	6	6
Methods of Teaching Romance Languages	3	3
Survey of Spanish-American Literature	6	6
Mexican Literature	3	3
Literature of Central America and Caribbean	3	3
Spanish Literature since 1898	6	6

TABLE XIII (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>Spanish</u> (continued)		
Nineteenth Century Spanish Literature	6	6
Spanish Picaresque Novel		3
The Quijote	6	6
Golden Age	6	6
Nineteenth Century Drama	3	

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 126 and 142, in German 90 and 101, in Italian 24 and 56, in Portuguese 18 and 24, in Russian 12 and 30, and in Spanish 93 and 97. It may be noted that in some cases courses in the upper level were for both graduate and undergraduate credit; thereby, the listings were greater than ordinary for an undergraduate major in a language.

During the decade under consideration modern foreign language instruction became more practical in order to serve the special needs of the future scientists, teachers of elementary and secondary schools as well as college instructors and other professional groups.

The elementary courses during the first years involved in this study were designed for students who had had no previous training in that particular language or who had some deficiency in their preparation or who elected to begin a foreign language other than the one presented on entrance. The approach was to develop skills in pronunciation, simple conversation, essentials of grammar, composition, and reading. The methodology became audio-lingual with the

introduction of an electronic language laboratory in 1957.

During the academic year of 1961-1962 there were two levels of elementary language courses in French and Spanish, but only one level in German, Italian, Portuguese, and Russian. The one used for all the languages was the course developed using the laboratory facilities. The other was an experimental project for the National Defense Education Act of 1958. The purpose was to reconstruct a four-year undergraduate curriculum so that French and Spanish majors and French and Spanish teaching majors might be expected to achieve at least minimal rating on applicable parts of proficiency tests in the seven areas recommended by the Modern Language Association.<sup>4</sup>

The experimental elementary courses were always live by means of choral memorization of dialogues which contained grammatical elements that would be learned in the material rather than by abstract axioms. Overlearning through constant drilling in monitored classes and unmonitored practice sessions in a laboratory was an important phase. Additional individual practice and listening was expected in order to attain the degree of learning that the individual student might require. All tests were given orally and recorded.

The regular intermediate level in each language during the decade included oral practice, syntax, composition, and selected readings. After the installation of the laboratory, one hour of attendance weekly was required.

The experimental intermediate sections in French and Spanish developed the audio-lingual approach with laboratory drill sessions and reading

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<sup>4</sup>See Appendix C.

for comprehension and understanding in the language without translations whether by dramatization or by paraphrasing. Spelling and writing were learned through dictation.

A third section at the intermediate level in French, German, and Spanish was designed for those students who had passed successfully the appropriate Advanced Placement Examination of the College Entrance Examination Board. Usually the students received advanced placement and credit. These courses consisted of an introduction to literature.

The upper level courses coordinated extensive reading with the aural-oral work in composition, conversation, and literature studied for critical analysis, for its intrinsic values, and for its significance in the cultural literary movements of the works in French, German, Italian, Portuguese, Russian, and Spanish. The Junior Year Abroad program offered excellent opportunities for the students to obtain credit for work done in selected universities in France, Germany, Italy, or Spain.

Among the entrance requirements at Tulane University were two units of a classical or modern language. In more recent catalogues was the recommendation that three or four years of one language would be generally preferable to two years each in two languages. Another prerequisite was the score on the College Board Scholastic Aptitude Test. Furthermore, by 1961-1962 some students presented scores on examinations offered by the College Entrance Examination Board in French, German, or Spanish for advanced placement and credit, thus in some cases saving as much as two years of work on the language requirement for the various degrees.



Formerly, students who submitted two high school units of a language enrolled in the intermediate course of the same language. As the aims in courses changed and as the students submitted more units in the same language, placement tests were used to determine the level to begin college work according to the individual's ability and training. These tests were devised to ascertain both oral and written competency in the language.

For the several undergraduate degrees awarded at Tulane University foreign languages were required or recommended as electives in the College of Arts and Sciences, Newcomb College, the School of Business Administration, the School of Architecture, the School of Engineering, and University College. The semester hours varied from six to twelve above the elementary level. The following list delineates (1) the degrees, (2) the fields of concentration, (3) the maximum number of semester hours required including the elementary course, (4) the specified language designated by its first letter, and (5) the academic session:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts</b>		
Anthropology	18	20
Art	18	20
Economics	18	20
Education (Elementary)	18	20
Education (Secondary)	18	20
English	18	20
History	18	20
International Affairs	18	20
Latin American Studies	18 P and S	20 P and S
Mathematics	18	20
Music	18 F or G	20
Philosophy	18	20
Political Science	18	20

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts (continued)</b>		
Pre-Medical	18	20
Pre-Legal	18	20
Psychology	18	20
Public Administration	18	20
Speech	18	20
Sociology	18	20
<b>Bachelor of Science</b>		
Botany	12	14
Chemistry	12	14
Geology	12	14
Mathematics	12	14
Physics	12	14
Pre-Legal	12	14
Pre-Medicine	12	14
Psychology	12	14
Sanitation	12	14
Zoology	12	14
<b>Bachelor of Fine Arts</b>		
Art History	12	14
Studio Art	12	14
<b>Certificate in Foreign Trade</b>	12	
<b>Bachelor of Business Administration</b>		
Business Administration	12	14
Commerce-Law	12	14
<b>Bachelor degrees in University College</b>		
Bachelor of Arts	12	14
Bachelor of Commercial Science	12	14
Bachelor of Medical Technology	12	14
Bachelor of Science	12	14
<b>Bachelor of Architecture</b>	6-9*	6-9*
<b>Bachelor of Science in Engineering</b>	6-12*	6-14*

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\* Elective.

Thirty-eight curriculums for degrees required foreign languages in 1952-1953 and thirty-seven in 1961-1962, although sometimes the requirement might be satisfied by classical rather than modern languages.

Through the years Tulane students have had the added advantages supplied by local history and culture to major in languages spoken in the area. In 1952-1953 curriculums for majoring in French, German, and Spanish were offered. The minimum number of semester hours for a major was twenty-four above the intermediate level. Therefore, the total number of hours varied according to each student's pre-college preparation. For honors twelve additional hours in the language and a thesis were required. In 1961-1962 curriculums for majors in Italian and Russian were available along with French, German, and Spanish. The basic requirement of hours was still twenty-four above the intermediate level; however, the stipulation that only six hours of conversation would be considered among the twenty-four upper level was added.

For those desiring teacher certification the requirement of the number of hours in the language was the same as above with additional professional courses. Formerly, the last mentioned courses totaled twenty-two hours of psychology and education, including four hours for student teaching. Later, the number of professional hours might vary from twenty-one to twenty-six, depending on selection of three and four hour courses offered. Student teaching was increased to six hours of credit.<sup>5</sup>

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<sup>5</sup>Since the time scope of this study, Tulane has organized its Center for Teacher Education, an interdivisional agency, to prepare teachers for all levels of instruction.

The Graduate School of Tulane University offered work leading to the degrees of Master of Arts, Master of Science, Master of Fine Arts, and Doctor of Philosophy throughout the decade considered in this study. Since 1962 other degrees have been added on the master level by the Center for Teacher Education.

Master of Arts degrees were offered in 1952-1953 in the fields of French, German, and Spanish. A minimum of twenty-four hours normally was required, of which eighteen had to be in the principal field of concentration and at least six of these hours in courses for graduate students only. Other requirements were a reading knowledge of another modern foreign language, written qualifying examinations on material from a prescribed reading list and the courses pursued, a thesis, and an oral examination to defend the thesis and related matter at the discretion of the thesis committee.

In 1961-1962 the fields of concentration expanded to include Portuguese as well as French, German, and specialization within Spanish to include Spanish language and literature and Spanish-American literature. The general requirements of total number of hours, reading knowledge of another modern foreign language, written qualifying examination, thesis, and oral examination continued to prevail with these additions: (1) some knowledge of Latin; (2) Graduate Record Examination; (3) knowledge of the history and culture of the area where the language was spoken; (4) twenty-four hours for a major in French or in German; (5) a major in Spanish or Portuguese with six hours of the other language as a minor; and (6) a written qualifying examination designed to test proficiency in writing the major language.

For almost all the other master degree programs offered, a reading knowledge of at least one foreign language was required. The following list shows the degrees and fields of concentration that had the requirement in both academic sessions, unless starred;

**Master of Arts**

Anthropology  
Art History  
Classical Languages  
Economics  
English  
French  
German  
History  
Latin American Studies

Mathematics  
Music  
Philosophy  
Political Science  
Portuguese\*  
Psychology  
Sociology  
Spanish  
Theatre

**Master of Science**

Anatomy  
Biochemistry  
Biostatistics\*  
Botany  
Chemistry  
Geology  
Mathematics  
Microbiology  
Parasitology

Pathology  
Pharmacology  
Physics  
Physiology  
Psychology  
Speech Correction and  
Audiology\*  
Zoology  
Combination with Doctor of  
Medicine\*

**Master of Fine Arts**

Art

Theatre

The particular foreign language was selected by the major department with the consideration that it would be used as an instrument of research and, therefore, should have close relationship to the thesis research problem.

The programs for the degree of Doctor of Philosophy were offered only in French and Spanish during the academic year of 1952-1953, but were

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\* Curriculum not offered in 1952-1953.

expanded to include also German and Italian by 1961-1962. Admission to one of these programs was based on the qualification of background work for the master's degree and the general regulations of the Graduate School. For concentration in French, German, or Spanish forty-eight hours were required, thirty being in the major language and eighteen in a minor field approved by the department chairman. The situation for Italian majors varied since the Tulane department participated in an inter-university program along with Romance Language Departments of eight other universities. A candidate spent each of his three years at a different university and met the requirements of the one from which he wished to receive his degree.

Besides the necessary number of courses other requirements were three years of residency, a reading knowledge of two other modern foreign languages, preliminary or qualifying examination in major field, a shorter qualifying examination in the minor field, and an oral examination in defense of the dissertation and a discussion of the candidate's specialization. Furthermore, each candidate was expected to teach six hours of an elementary or intermediate level course as part of his professional training.

In all the doctoral programs offered at Tulane a reading knowledge of two modern foreign languages was required. During the first two years of graduate study a prospective candidate satisfied this requirement by tests administered by the pertinent language departments. Since these languages were considered as instruments of research and as a means of affording continuing access to the materials and literature of the foreign cultures, the two

languages were selected by the major department as those most appropriate for the individual candidate's project. The selections were also subject to approval by the Graduate Council. In 1961-1962 there were twenty-three doctoral programs offered.

An interdepartmental graduate program was offered in Latin American Studies throughout the years considered in this study. In this field of concentration a student could take a major for the degree of Master of Arts or a minor for the Doctor of Philosophy degree. The required thirty hours of Latin American content courses for the master's program were selected from the graduate offerings of any three participating departments with a minimum of twelve hours in one department. The curriculum included eighty courses such as anthropology, art, economics, foreign trade, history, legal systems, music, political science, Portuguese, sociology, and Spanish, and non-departmental courses in the heritage of the area. Candidates were required to certify a reading knowledge of two modern foreign languages: one in Spanish and the other one in either French or German or Portuguese. The thesis was directed by a representative of the department of major interest and under the supervision of the Committee on Latin American Studies.

By means of a series of interviews on the Tulane campus it was noted that there were several innovations and improvements in the span of years, that the national and state trends for emphasis on study of language were influential, and that plans for further development and expansion were being made.

An electronic language laboratory was installed for the sessions of 1957-1958 with sixty record-playback student positions, three instructor's

consoles, and recording facilities for the preparation of tapes. In 1960 twenty more positions were added to accommodate the experimental classes under a teaching research contract with the United States Office of Education. What were the experimental courses at the elementary and intermediate levels of French and Spanish from 1960-1963 became the regular courses for all students in the fall of 1963.

The curriculums and course offerings for the three degrees in modern foreign languages were expanded to include specialization in areas within a given language. Preparation for teachers of the languages was noted. The Junior Year Abroad program was instigated and expanded whereby language and non-language majors received full credit from the European universities toward their degrees at Tulane.

These changes were brought about by the national trend which encouraged the knowledge and the skills of speaking, understanding, reading, and writing modern foreign languages. Two cases in point were the experimental program in French and Spanish and plans for establishing the Center for Latin American Studies.

Always students were expected to present two units of a foreign language, modern or classical, on entrance; however, later recommendations assumed that the pre-college preparation would be greater since references were made in catalogues that a point of reasonable mastery in one language was preferable to two years in each of two languages. The placement tests were devised and used to recognize the strength and weakness in written and spoken



language in order to place the student at his own level of ability. Also those who took an advance Placement Examination of the College Entrance Examination Board in French, German, or Spanish entered a special introductory course in the appropriate language.

The results of the changes were reported to be: first, the motivation of the students increased with the completely audio-lingual approach to the language, and, second, the experimental curriculum proved that a program could be set up in which a student would be able to attain at least minimal ratings on proficiency tests in applicable parts of the seven areas proposed by the Modern Language Association.

Plans for future improvements among the language departments included the following aspects:

1. To refine further student placement on entrance according to his ability and pre-college training, traditional or audio-lingual.
2. To revise the elementary and intermediate courses in German, Italian, Portuguese, and Russian to be completely audio-lingual.
3. To ~~make~~ elementary courses three hours credit each.
4. To establish a Center for Latin American Studies to complement the efforts of the existing program, the Language Laboratory, and the Middle American Research Institute by strengthening and broadening teaching and research relevant to South America.
5. To offer a Master of Arts degree in Brazilian Studies.
6. To expand the laboratory facilities.
7. To offer advanced degrees in all languages.
8. To prepare teachers of French, German, Russian, and Spanish through an interdivisional agency.

9. To institute a Scholars and Fellows program designed to prepare qualified students for the profession of college teaching by a combined degree program of obtaining the bachelor and master degrees with three years of undergraduate study and two years of advanced work.

With the implementation of the preceding plans the weaknesses of the modern language departments would be gradually eliminated. Some of the problems pointed out were identification of the well prepared students on entrance, need of personnel trained to check testing in speaking and understanding, faculty without background training in the audio-lingual method, and assistants who had to be tutored in this methodology.

Several generalizations may be made concerning practices at Tulane. The laboratory facilities were used for class instruction, for required practice sections, and for additional unmonitored practice. The audio-lingual method included practicing, repeating, and drilling until memorization of the material reached a point of overlearning. Examinations in elementary courses were given and recorded by means of tapes and graded according to the quality of pronunciation. Translations were avoided. Classes were conducted in the language at all levels. As in other complex university situations many elementary and intermediate courses were taught by graduate assistants; however, these had usually pursued a non-credit course in methods of teaching and were "tutored" from time to time. Within the span of the decade the course offerings and facilities of the College of Arts and Sciences and Newcomb College were coordinated more closely. Contact hours with the various languages were increased.

The Junior Year Abroad program was optional, but advantageous for the language major or for the Scholars and Fellows program instituted in 1962.

Prerequisites for advanced degrees were a knowledge of Latin, familiarity with medieval and modern history and a background of English literature. In research for master and doctoral programs the reading knowledge of one or two modern foreign languages, as the requirement might be, was considered as a tool, and, therefore, the selection of language or languages depended upon and was related to the research problem.

In summary Tulane University had a broad and varied program for language and non-language majors in the academic years of 1952-1953 and 1961-1962. During the intervening years the curriculums in French, German, Italian, Portuguese, Russian, and Spanish were expanded, revised, and strengthened to attain the objectives of some degree of proficiency in speaking, understanding, reading, and writing and to include courses for higher degrees with specialization within a particular language.

#### UNIVERSITY OF SOUTHWESTERN LOUISIANA

Southwestern Louisiana Industrial Institute was established in 1898. From the beginning through the years, the Institute progressed and expanded its original function to offer education in the arts and sciences and instruction in varied mechanical, industrial, and household arts. In 1960 the name was changed to The University of Southwestern Louisiana by a legislative act.

The Foreign Language Department was organized as a separate department after 1936. The modern languages offered in 1952-1953 were French, German, Italian, Portuguese, and Spanish. By the academic year 1961-1962 an additional language, Russian, was included in the total number of languages

given. The following table is presented in order to give convenient reference to (1) the titles of the undergraduate courses offered, (2) the semester hours of credit, (3) the level of instruction (elementary, intermediate, or upper), and (4) the academic session.

TABLE XIV

## COURSES OF UNIVERSITY OF SOUTHWESTERN LOUISIANA

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>French</u>		
Elementary (for students of French origin)	6	6
Elementary (for students not of French origin)	6	6
Elementary Laboratory (for majors and minors)	2	2
Intermediate (for students of French origin)	6	6
Intermediate (for students not of French origin)	6	6
Intermediate Laboratory (for majors and minors)		2
Conversation	1-3	1-6
Pronunciation	3	3
Readings in Literature and Civilization	6	6
Survey of Literature	6	6
Short Story	3	3
Drama	3	
Survey of Louisiana History, Literature, and Folklore	3	
Advanced Composition and Conversation		3
Nineteenth Century Novel	3	3
Classicism	3	3
Culture and Civilization		3
Non-Dramatic Literature of Twentieth Century		3
Nineteenth Century Drama		3
Twentieth Century Drama		3
Nineteenth Century Poetry		3
Literature of Sixteenth Century		3

TABLE XIV (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
<u>German</u>		
Elementary	6	6
Intermediate	6	6
Conversation	1-4	1-4
Readings in Literature	3	3
Literature to 1750	3	3
Scientific	3	
Schiller	3	3
The Novelle	3	
Goethe	6	
Comparative Grammar	3	
<u>Italian</u>		
Elementary	6	6
Conversation		4
<u>Portuguese</u>		
Elementary	6	6
<u>Russian</u>		
Elementary		6
Intermediate		6
<u>Spanish</u>		
Elementary	6	6
Elementary Laboratory (for majors and minors)		2
Intermediate	6	6
Intermediate Laboratory (for majors and minors)		2
Pronunciation	3	3
Survey of Spanish Literature	6	6

TABLE XIV (continued)

Language	1952-1953	1961-1962
	sem. hrs.	sem. hrs.
Spanish (continued)		
Conversation	1-6	1-6
Practical Conversation	3	
Commercial Correspondence	3	3
Survey of Spanish American Literature	6	6
Advanced Composition	3	3
Readings in Spanish Literature (for non-majors)		6
Literature of Nineteenth Century	6	6
Spanish Literature From 1898	6	6
Hispanic Culture and Civilization		3
Golden Age Drama	3	3
Golden Age Prose	3	3
Spanish Literature of Twentieth Century		3
Mexican Novel		3
Novel in Spanish America		3
Survey of Spanish Poetry		3

The total hours offered in each language in 1952-1953 and 1961-1962 were in French 59 and 79, in German 40 and 25, in Italian 6 and 10, in Russian 0 and 12, in Portuguese 6 and 6, and in Spanish 60 and 82. The courses for graduates only were not included.

During the decade the method used for all of the modern languages was the eclectic one. This methodology included features of several methods, such as oral practice, reading aloud, questions and answers, use of audio materials, translation, and grammatical explications; thus reading was used to increase passive and active vocabulary and, thereby, to develop oral facility.

The elementary courses in each language during the decade were basically the essentials of grammar for beginners and reading with two hours

laboratory attendance required for majors and minors in French and Spanish. Furthermore, the beginning courses in French were sectionized according to whether the student was of French origin or not. The laboratory practice in 1952-1953 was conducted by native speakers; by 1961-1962 a language laboratory of thirty positions was used.

The intermediate courses in French were sectionized throughout the decade for those who were of French origin and those who were not. The intermediate courses in both French and Spanish continued the study of the essential elements of the language and exercises in reading, conversation, and translation. By 1961-1962 intermediate laboratory classes were required for majors and minors. In both German and Russian this level of courses included grammar and reading with some attention given to writing and speaking the language.

For practice in speaking the idiomatic language, conversational courses requiring no outside preparation were offered for one hour each; however, these courses were no substitutes for language requirements in the various curriculums. In 1952-1953 four of these one hour courses were available in French and six in 1961-1962; during the decade four in German; in 1961-1962 four in Italian; and six in Spanish throughout the decade.

Among the upper level courses those entitled Readings in French Literature and Readings in Spanish Literature were designed for non-language majors. The other courses on the upper level in French and Spanish progressed from survey courses to specialized literary movements, types,

and periods, from advanced composition and conversation to main currents of culture and civilization. In 1952-1953 the German courses ranged from scientific to well known works of famous writers; by 1961-1962 only three literature courses of representative writers were offered.

Placement of students in courses was based on high school units of foreign languages presented and in French, of French origin or not. Those entering with one unit were assigned to the first semester course of the elementary course; with two or three units, the intermediate course; with four units, a reading course in literature. However, if the student were not at his proper level, he was assigned by the instructor to a course he was prepared to take with full credit, regardless of the amount of his pre-college preparation.

Several curriculums leading to the bachelor degrees had foreign language requirements. The semester hours varied from twelve to eighteen. The following list depicts (1) the degrees, (2) the fields of concentration, (3) the maximum number of hours required, including the elementary courses, (4) the specified language, if designated, by its initial; and (5) the academic session:

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
Bachelor of Arts		
Applied Music	12	12
Commercial Art	12	12
Economics	12	12
English	18	18
English Education	12	
English-History	18	
English-Journalism		18



	1952-1953 sem. hrs.	1961-1962 sem. hrs.
<b>Bachelor of Arts (continued)</b>		
Fine Arts	12	12
Foreign Language	18	18
Geography		12
History	12	12
History-Social Science	12	
Interior Design	12	12
Music-History Literature	12	12*
Political Science		12
Pre-Law	12	12
Psychology	12	12
Radio and Television Broadcasting		12
Psychology-Sociology	12	
Sociology	12	12
Speech	12	12
Theatre		12
Voice	18**	18**
<b>Bachelor of Science</b>		
Bacteriology	12 F or G	12 F or G
Botany		12
Chemistry	12	12 G
Geology	6	6
Mathematics	12 F or G	12 F or G
Physics	12 F or G	12 F, G, or R
Pre-Medical	12	12
Pre-Medical Technology	12 F or G	12 F or G
Secretarial Science-Language Minor	18	18
Zoology	6	6
<b>Bachelor of Music</b>		
Applied Music	12*	12*
Theory and Composition	12*	12*

Foreign languages were required in twenty-nine curriculums for degrees in 1952-1953 and in thirty-one in the 1961-1962 academic year. Some curriculums were eliminated, others were added; thus the expansion of the University was reflected.

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\* Six hours each in two modern languages.

\*\* Six hours of three modern languages.

Programs for majoring in both French and Spanish were offered by the College of Liberal Arts throughout the years considered in this study. In 1952-1953 twenty-seven hours above the first sequence of courses was required for a major in either language; for a minor, twenty-one hours above the elementary courses were required. By 1961-1962 the number of semester hours was increased for a major to thirty-two hours, not including the eight hours for the elementary courses, and for a minor, twenty-three hours, not including the elementary courses.

In the College of Education teaching majors in French and Spanish were offered during the decade. The number of hours varied. In 1952-1953 thirty-six hours, including the elementary sequence of courses, were listed as the requirement for certification. However, in 1961-1962 the total number of hours was decreased by two hours. In addition, during the decade twenty-five hours of professional courses were included: nine hours of psychology, six hours of foundations and principles of education, four hours of general secondary methods, and six hours of student teaching. A later stipulation for those who desired to receive a degree in the College of Education was that the students must attain a general average of 2.2 (C), a grade average of 2.2 in the minor field, and an average grade of 2.5 with no grade less than C in the major academic field.

The graduate program in the Foreign Languages Department was inaugurated in 1960. Although the curriculum was approved for Master of Arts degrees in French and Spanish, only French was given or requested. The usual graduate school regulations were applicable with the following specific

considerations for the programs of study: (1) thirty hours of French or Spanish including six hours for the thesis and having no minor field; (2) a minimum of eighteen hours in the major language including six to twelve hours of acceptable courses in any other field in the Graduate School; (3) in either program at least nine hours had to be in courses limited to graduate students.

Improvements and strengthening of modern foreign language course offerings within the years 1952-1953 and 1961-1962 at the University of Southwestern Louisiana were pointed out during the interviews. Several specific points were the upgrading of standards, the purchase of La Maison Acadienne Francaise for a center of French Acadian culture, the esprit de corps of the foreign language faculty, the recognition of the importance of languages in the whole university program, the introduction of the graduate program in foreign languages, and the greater use of the language laboratory with expansion of facilities to thirty positions.

These changes were made in order to meet the demands for student needs and to follow the trends of the nation, especially after World War II. The influences of the secondary school programs were noted in that more students offered two units of high school Spanish than formerly in that predominantly French section of Louisiana. Even such a trend was noticeable in German, for an undergraduate curriculum for a major in German had to be developed more rapidly than originally planned. In 1962 Portuguese was temporarily dropped in order to serve better the needs of students in other languages. The tentative results of these factors were the success of the graduates in

earning national scholarships and fellowships and the expansion of their own graduate program.

Some of the contemplations in 1962 for future expansion were already materializing and still others were being planned. Prominent among these were:

1. A curriculum for a major in German and the courses for this program.
2. A division of the intermediate courses and survey of literature courses for those majoring and minoring in that particular language and for those merely fulfilling a language requirement.
3. A requirement that French or Spanish majors include two years of German, if they intend to do graduate work.
4. A recommendation for one year of Latin, if a French or Spanish major did not present two units on entrance.
5. Expansion of the curriculum in Russian.
6. A change in the method for placement of those students presenting two high school units of a foreign language, according to three alternatives: (a) choice of taking the intermediate course with no possibility of dropping back to the elementary course for credit, (b) enrollment in elementary course without any credit, but receiving a grade, or (c) selection of beginning another different language.
7. Expansion of course offerings in both French and Spanish.
8. Reactivation of courses in Portuguese.
9. Requirement of same number of semester hours for a major in languages whether the student is in the College of Education or College of Liberal Arts.

The weakness of the department was reflected in the fact that the number of staff members never was sufficient for the annual increase of enrollment in the various language courses. Graduate assistants helped the situation, but even with their services the faculty load was not relieved or were they able to

offer more sections which would have been beneficial for the students. Another point was the need for additional laboratory facilities.

Several practices within the department at the University of Southwestern Louisiana were noted concerning required collateral reading and signed affidavits of pre-college language preparation. For the elementary courses fifty pages of outside reading were required the first semester and two hundred pages the second semester. For the intermediate courses a gradual scale was provided that helped the student's grade yet did not guarantee that grade unless his classwork and examinations were of that quality. The scale of pages of collateral reading and possible grade for each semester may be observed in the following list.

First Semester	Second Semester
500 pages - A	600 pages - A
400 pages - B	500 pages - B
300 pages - C	400 pages - C
200 pages - D	300 pages - D

Reports on the readings were given individually in conferences with the instructors, and, furthermore, these reports were made in the language by the majors and minors. Signed affidavits stating all previous preparation and experience in any foreign language were required of students registering for any foreign language course. It was observed that two-thirds of the students registered for language courses were enrolled in French.

To summarize, the modern foreign languages at the University of Southwestern Louisiana throughout the decade of this study were an integral part of the total university program with full cooperation within the department and among the several colleges. The course offerings were expanded to serve

needs of the students whether for a language major or special curriculum requirements, for undergraduate or graduate programs, or for professional or cultural purposes.

## CHAPTER V

### SUMMARY

In this study, summaries and conclusions of the findings were recorded at the end of each chapter or division thereof as in Chapter IV. The material included: (1) the development of modern foreign languages in the curriculums of colleges and universities of the United States from colonial times to the present; (2) a report of studies and surveys, research and experimentation, and development of specialized materials since the National Defense Education Act of 1958, which pertained to higher education; and (3) descriptive surveys of modern foreign languages in the curriculums of fourteen Louisiana colleges and universities in 1952-1953 and 1961-1962.

### SUMMARY

A survey of the historical development of modern foreign languages in the curriculums of colleges and universities was included in order to present a retrospective view of the trends throughout the history of higher education in the United States. The data also gave point to the subsequent chapter on modern foreign languages in the curriculums of Louisiana colleges and universities.

Throughout the centuries changes were noted; objectives, method, and content were altered to meet the needs of a given time. In the eighteenth century

modern foreign languages were taught for practical purposes, for substitutes for classical languages, or for an extra-curricular subject. During the nineteenth century the number of modern foreign language departments at institutions of higher learning and of course offerings was expanded because of the social and political conditions of the time and the influence of statesmen, educators, writers, and the Committees of Ten, Twelve, and Thirteen.

During the twentieth century modern foreign language instruction was influenced by the two world wars; by the change of objectives and methods from reading goals to audio-lingual goals; by the cultural, military, scientific, and commercial relations of the United States throughout the world; and, finally, by the National Defense Education Act of 1958. With the realization that the study of modern foreign languages with objectives that stressed functional knowledge of the language, as well as of its literature and culture, was essential for national interest and welfare, the curriculums of the colleges and universities were restudied, revised, and adjusted to meet the needs.

With the opportunity to improve the quality and status of modern foreign language teaching and learning, pertinent research was conducted in several areas pursuant to contracts with the United States Office of Education as part of the Language Development Program of the National Defense Education Act or by other commissions and associations. Among these projects related to higher education were studies and surveys, research and experimentation, and development of specialized materials. Some of the findings of the reports reviewed were noted:



1. The enrollment in modern foreign languages in the colleges, universities, and junior colleges in the fall of 1960 showed that the rate of language student increase was greater than that of institutional enrollment.

2. In 1960 approximately one-third of the institutions participating in the survey required some credit in foreign languages for admission.

3. The undergraduate degree requirement for foreign languages continued to be the completion of the intermediate level of courses.

4. State certification requirements for foreign language teachers of secondary schools varied in minimum hours from twelve to thirty-six with the responsibility of accreditation and competency shifting to the institutions of higher education, and state certification requirements for teachers of elementary schools were not yet generally provided.

5. Studies on teachers and preparation of teachers of modern foreign languages concluded that two out of three institutions of higher learning offered curriculums for teacher-preparation, that foreign language specialists offered methods courses, and that graduate assistants needed training in the art of teaching as well as in formal training in the areas of language, literature, and civilization.

6. Surveys on aspects of language learning indicated that there were increases in the number of students enrolled as foreign language majors and of language laboratories, houses, and programs abroad.

7. A study on time and facilities allotted to elementary courses showed inadequacies in both.

8. A commission on articulation between each level of instruction revealed the need for it from elementary school through graduate programs.

9. Experimental projects developed effective methods of teaching foreign languages quantitatively and qualitatively by making more extensive use of electro-mechanical aids.

10. Research on problems derived from the oral approach to learning foreign languages noted methods for self-shaping echoic behavior and lack of experience in oral perception.

11. Revision of foreign language curriculums by the total audio-lingual approach proved successful for majors to attain at least minimal ratings on proficiency tests.

12. Research on aspects of achievement showed that there was a high correlation between oral competency and grades; that intelligence, verbal ability, and interest helped foreign language learning; and that degrees of success were predictable in traditional language courses but less in audio-lingual courses.

13. Among the specialized materials developed were annotated bibliographies on six cultures and a battery of tests to rate competency in understanding, speaking, reading, and writing in five languages.

The summary of the investigation of modern foreign languages in the curriculums of Louisiana colleges and universities in 1952-1953 and 1961-1962 included these areas: (1) the languages offered, (2) the academic credit hours, (3) certain aspects of instructional methods, (4) procedure for placement,

(5) curriculums for non-language majors with foreign language requirements at the undergraduate and graduate levels, (6) programs for language majors at the undergraduate and graduate levels, and (7) views of representative personnel at each institution concerning the changes during the decade and influences which brought them about, plans for future developments, the weaknesses, and specific practices.

The modern foreign languages offered in the academic session of 1952-1953 or in the session of 1961-1962 or in both at all fourteen Louisiana colleges and universities were French, German, Italian, Portuguese, Russian, and Spanish. Louisiana State University and Tulane University had courses in all six languages throughout the decade and the University of Southwestern Louisiana also offered all six in 1961-1962.

The academic credit was based on semester hours at all the institutions. The majority of the courses were three hours of credit each semester. However, variances were noted especially at the elementary and intermediate levels. Generally, elementary and intermediate courses were designated for three hours credit each semester, totaling six hours. The following list indicates the exceptions during the decade.

Colleges	Courses	1952-1953	1961-1962
Centenary LSU	Elementary	4 and 4	4 and 4
	Elementary	5	5
	Intermediate	5 and 3	5 and 3
LSUNO	Elementary		5
	Intermediate		5 and 3
McNeese	Elementary	5	3 and 3
	Intermediate	5 and 3	3 and 3
Nicholls	Elementary		5
	Intermediate		5 and 3
Tulane	Elementary	3 and 3	4 and 4

1961-1962 the method was audio-lingual with laboratory facilities, and so forth.

During the academic session of 1952-1953 advanced placement was based only on the number of high school units presented on entrance. By 1961-1962 placement tests or interview-tests were administered in addition to pre-college training data to determine placement according to the student's ability at several of the institutions--namely, Centenary, Louisiana State University, Louisiana State University in New Orleans, Loyola, Nicholls, St. Mary's Dominican, and Tulane. Other methods of placement were used at Northwestern State College and the University of Southwestern Louisiana; at the former, interviews were held with those who presented more than two high school units of a language; and at the latter, placement in French was based on whether the student was of French origin or not and in French and Spanish according to whether the student was majoring or minoring in the language or not. Furthermore, all of these institutions made the stipulation that if the student were not adequately prepared to pursue the advanced course he entered, he was assigned to take a lower level course. Whether he received full credit or not varied from institution to institution. Those that gave credit regardless of pre-college training were Louisiana Polytechnic Institute, Louisiana State University, McNeese State College, and the University of Southwestern Louisiana. Special elementary courses were provided at Louisiana State University and Nicholls State College for those with two high school units but who were not adequately prepared for the intermediate courses.

Non-language majors had foreign language requirements in certain

undergraduate curriculums leading to bachelor degrees at all the institutions throughout the decade; the requirement of a reading knowledge of one language for the master's degree at some institutions; reading knowledge of two foreign languages for the doctor of philosophy degree at the two institutions that granted this degree.

The required number of hours in foreign languages varied according to the field of concentration and the undergraduate degree sought at the several institutions. Some programs did not require any foreign language at one institution but did at others. The range of maximum hours without pre-college training for each bachelor degree awarded may be observed in the following list according to the academic sessions.

	1952-1953 sem. hrs.	1961-1962 sem. hrs.
Bachelor of Arts	12-20	6-18
Bachelor of Arts in Education	12	6-12
Bachelor of Arts in Journalism	13	13
Bachelor of Arts in Music	12	6-12
Bachelor of Business Administration	15	
Bachelor of Commercial Science	12	12
Bachelor of Music	1-24	6-18
Bachelor of Philosophy	12	
Bachelor of Social Science		12
Bachelor of Science	6-14	6-14
Bachelor of Science in Business Administration	13	13
Bachelor of Science in General Studies	13	13
Bachelor of Science in Geology	10	10
Bachelor of Science in Family Living		10

A reading knowledge of one modern foreign language was required for some master's degree programs at Louisiana State University, Loyola, and Tulane during the decade. The fields of concentration numbered seven in 1952-1953 and eleven in 1961-1962 at Louisiana State University; one throughout the decade

at Loyola; thirty in 1952-1953 and thirty-three in 1961-1962 at Tulane. By 1961-1962 master's degrees were offered in six of the state colleges under the State Board of Education. A reading knowledge of one foreign language was required in seven fields of concentration at Louisiana Polytechnic Institute, in five at McNeese State College, and in nine at Northwestern State College.

In all fields of concentration for the degree of Doctor of Philosophy during the decade prospective candidates were required to demonstrate a satisfactory reading knowledge of two foreign languages before becoming eligible for candidacy. At Louisiana State University French and German were generally the languages required and Russian in certain programs; substitutions were made only for valid and professional reasons. At Tulane University the choices of languages were selected as those most appropriate for the individual candidate's project in order to be instruments of research.

Curriculums leading to degrees awarded by the Divisions of Arts and Sciences and Education with concentration in the field of modern foreign languages were offered throughout the decade under consideration in this investigation. The following table depicts (1) the institution, (2) the hours of a language, including elementary courses if no previous training was offered, required for a major in Arts and Sciences, (3) the hours of a language including elementary courses for a major or minor in Education, (4) the number of hours of professional training, and (5) the academic session.

TABLE XV  
LANGUAGE CURRICULUM REQUIREMENTS

			1952-1953	1961-1962
			sem. hrs.	sem. hrs.
<b>Centenary College</b>				
Arts and Sciences	Major		38	29*
Education	Major		32	32
	Minor		14	14
Professional Training			19	19
<b>Louisiana College</b>				
Arts and Sciences	Major		30	30
Education	Major		30	30
	Minor		15	15
Professional Training			18	22
<b>Louisiana Polytechnic Institute</b>				
Arts and Sciences	Major		30	30
Education	Major		30	30
	Minor		21	24
Professional Training			22	27
<b>Louisiana State University</b>				
Arts and Sciences	Major		24-36	24-37
Education	Major		28	28
	Minor		22	25
Professional Training			18	26
<b>Louisiana State University in New Orleans</b>				
Arts and Sciences	Major			24-37
Education	Major			37
	Minor			24
Professional Training				23

\* Plus 14 hours of a second language or 11 hours in two languages.

TABLE XV (continued)

			1952-1953	1961-1962
			sem. hrs.	sem. hrs.
Loyola University				
Arts and Sciences	Major		30	30
Education	Major		24	24
	Minor		18	18
Professional Training			18	18
McNeese State College				
Arts and Sciences	Major			33
Education	Major		22	30
	Minor			24
Professional Training			18	22
Nicholls State College				
Arts and Sciences	Major			
Education	Major			31
	Minor			25
Professional Training				21
Northeast Louisiana State College				
Liberal Arts	Major		30	24 and 12**
Education	Major		36	24
	Minor		24	24
Professional Training			24	27
Northwestern State College				
Arts and Sciences	Major		27	27
Education	Major		27	27
	Minor		21	21
Professional Training			18	18
St. Mary's Dominican College				
Arts and Sciences	Major		36	36
Education	Major		36	36
	Minor		24	24
Professional Training			18	18

\*\* A combination major of 24 hours in one language and 12 hours in another.



TABLE XV (continued)

		1952-1953	1961-1962
		sem. hrs.	sem. hrs.
Southeastern Louisiana College			
Arts and Sciences	Major	30	30
Education	Major	30	30
	Minor	24	24
Professional Training		21	21
Tulane University			
Arts and Sciences	Major	36	38
Education	Major	36	38
	Minor	24	24
Professional Training		22	21-26
University of Southwestern Louisiana			
Arts and Sciences	Major	35	40
Education	Major	36	34
	Minor	29	31
Professional Training		25	25

For a major concentration in a modern foreign language including elementary courses, the total hours ranged from 27 to 38 in Arts and Sciences and from 22 to 36 in Education in 1952-1953; from 24 to 40 in Arts and Sciences and from 24 to 38 in Education by 1961-1962. Minor concentrations were not included at all institutions in Arts and Sciences, but were in Education. The total hours including elementary courses required for a teaching minor ranged from 14 to 29 in 1952-1953 and from 14 to 31 by 1961-1962. The hours of professional training showed variations from 18 to 25 in 1952-1953 and from 18 to 27 in 1961-1962.

Master's degree programs with concentration in modern foreign languages were offered during the decade at Louisiana State University and Tulane

University and were inaugurated at the University of Southwestern Louisiana in 1960. The program at Louisiana State University for a Master of Arts degree included a minimum of thirty hours including six hours for a thesis, for a Master of Education degree thirty approved hours in the language and professional courses without a thesis, and for a Master of Arts in Education twenty-four hours of approved courses in the language and professional courses and a thesis. The Tulane program required twenty-four hours of language and in addition a reading knowledge of another modern language and a thesis. The programs at the University of Southwestern Louisiana consisted of two plans: (1) thirty hours in the major language and a thesis or (2) a minimum of eighteen hours of the major language, six to twelve hours in any other field in the Graduate School, and a thesis.

Programs for the degree of Doctor of Philosophy with concentration in modern foreign languages were offered throughout the decade at Tulane University, but such programs were not inaugurated at Louisiana State University until the academic year of 1953-1954. Minimum hours required at Tulane were forty-eight and a dissertation and teaching an elementary or intermediate class. At Louisiana State University the requirement was a minimum of sixty semester hours including a dissertation.

Additional graduate programs that involved the modern foreign language departments were noted at both Louisiana State University and Tulane University. At the former, Language Institute Programs were conducted under Title VI of the National Defense Education Act in the summers since 1959 and interdepartmental programs were developed and expanded in the disciplines of Latin American

Studies and Linguistics. At Tulane, an interdepartmental graduate program was offered in Latin American Studies.

Interviews were held with representative personnel of the modern foreign language departments on all fourteen campuses of the institutions selected for this study. From these consultations points concerning the changes during the decade, the influences for them, tentative results, contemplations for future developments, weaknesses, and data pertaining to specific practices at each institution were recorded.

It was determined that there was a definite trend toward the audio-lingual method of instruction; that language laboratories were used in eleven institutions; that offerings in modern foreign languages were extended in nine institutions and were expanded to include other languages in nine institutions, including the two that were organized as four-year degree-granting institutions after 1952-1953; that experimental classes were conducted at two; that placement tests, interview-tests, or interviews were introduced at nine; and that enrollment in modern foreign languages increased at all fourteen.

The extent that these changes were influenced by the national trends and by the prevailing interest in modern foreign languages in the Louisiana elementary and secondary schools was reviewed in the survey of each institution. Generally, the former was more influential than the latter, although it was noted that more students were presenting two or more high school units in foreign languages on college entrance. Nevertheless, all students with pre-college training were not adequately prepared for advanced placement because of the types of previous training and the ability of the student himself. It was

noted that tentative results of the improvements and innovations were evident in the fact that there was generally a renewed interest in foreign languages in these institutions of Louisiana, that curriculums for concentration in languages were strengthened to include courses in language, literature, and culture, and that more students were trained in the basic skills of the language, but not in all cases in the same order of emphasis in understanding, speaking, reading, and writing.

The contemplations for further developments were listed for each institution. The consensus of these lists indicated the goals to expand offerings, to revise curriculums, to increase the number of faculty members, and to improve or install laboratory facilities. The weaknesses were reflected in the contemplations for the future development and expansion at each institution.

Certain specific practices in each institution were noted and presented. These were mentioned to clarify and explain references to methods, placement, awards, laboratory usage, and extra-curricular activities among the colleges and universities.

The findings obtained in this investigation were included in the previous section of this chapter. The survey of modern foreign languages in the curriculums of Louisiana colleges and universities in 1952-1953 and 1961-1962 led to the following conclusions:

1. Among these institutions French, German, Italian, Portuguese, Russian, and Spanish were the modern foreign languages offered. However, all six of these languages were offered at two institutions in 1952-1953 and at three by 1961-1962. In both academic sessions French and Spanish were the two languages commonly offered by all. The academic credit hours for the various levels of courses were throughout the decade almost consistently three semester hours each with these exceptions: (1) in 1952-1953 two institutions designated their elementary courses for five semester hours each and two intermediate courses for five and three hours respectively, and one institution, the elementary courses for four hours credit each semester; (2) in 1961-1962 three institutions designated the elementary courses for five hours each semester and the intermediate courses for five and three hours, and two institutions had elementary courses for four hours credit each semester.

2. During the decade the instructional methods changed in approach toward emphasis on the audio-lingual manner of developing the basic skills of understanding, speaking, reading, and writing and on language analysis and some insight into the culture of the people and countries where the languages were spoken. Whereas only two of the Louisiana institutions used this approach in 1952-1953, seven were noted using this approach in 1961-1962 and the others were in transition by using a combination of methods or were planning to make the change. Eleven of the fourteen institutions had electronic and mechanical language laboratory facilities by 1961-1962.

3. Normally, advanced placement in modern foreign language courses for those who had pre-college training was based on the number of high school

units of the language. Since equating high school units of credit and the individual student's ability and preparation varied, placement tests, interview-tests, and interviews were introduced by several foreign language departments in order to determine the college level course for the student to continue the same language according to the level of his ability. One or the other of these devices were used in nine institutions. However, as enrollment of students presenting more pre-college language training would be increasing because of national and state influences, departments, of necessity, would have to make further plans for placement.

4. Modern foreign languages were required in many curriculums for undergraduate degrees at all the institutions, and a reading knowledge of one or two foreign languages was designated for some graduate degrees. At the undergraduate level the average requirement was the completion of the intermediate level of courses. It was noted in several instances that for the same degree and same field of concentration the minimum number of hours required in a foreign language varied among the institutions, and in some institutions no such requirement was made at all. Of the nine institutions that offered master's degree programs in 1961-1962, six had the requirement of a reading knowledge of at least one foreign language in specific fields of concentration. Of the two institutions that offered programs for the degree of doctor of philosophy, one specified a reading knowledge of two languages to be selected from French, German, or Russian, and the other permitted the choice of two languages best suited as an instrument of the research project.

5. At the undergraduate level, programs for foreign language majors and foreign language teaching majors were offered in eleven and twelve institutions in 1952-1953 and in thirteen and fourteen in 1961-1962. The required number of hours in a chosen language if no previous training had been offered, for a major ranged from 27 to 38 in 1952-1953 and from 24 to 40 in 1961-1962; for a teaching major from 22 to 36 in 1952-1953 and from 24 to 38 in 1961-1962. It was noted that seven institutions made the same requirement of number of hours whether for a foreign language major or a foreign language teaching major. The courses for professional training ranged from 18 to 25 hours in 1952-1953 and from 18 to 27 in 1961-1962. From these data the conclusions might be that some programs needed strengthening and that proficiency in the basic skills needed to be considered part of the programs.

6. By 1961-1962 three institutions offered programs for graduate degrees with concentration in modern foreign languages. All three offered master's degree programs; two had programs for the degree of doctor of philosophy. In addition, two of these institutions participated in interdepartmental programs: one for the master's degree in Latin American Studies and the other for both master and doctor of philosophy degrees in Latin American Studies and Linguistics. One institution conducted Language Institute Programs sponsored by Title VI of the National Defense Education Act of 1958. Thus with these programs for advanced study in Louisiana institutions of higher education more opportunities were available for preparing language specialists.

7. At each college or university during the decade programs for concentration in modern foreign languages and for non-language majors who were

meeting curriculum requirements were restudied, revised, and adjusted--or were in the process or in the planning stage--in order to offer courses in the three interrelated areas of language, literature, and civilization. Experimentation, development of new materials, and techniques, study of articulation between levels of instruction, and enriching activities were evident in varying degrees of intensity in order to improve foreign language teaching and learning as part the national interest and welfare.



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## APPENDIX A

### SELECTED LOUISIANA INSTITUTIONS

1. Centenary College of Louisiana	Shreveport
2. Louisiana College	Pineville
3. Louisiana Polytechnic Institute	Ruston
4. Louisiana State University and Agricultural and Mechanical College	Baton Rouge
5. Louisiana State University in New Orleans	New Orleans
6. Loyola University	New Orleans
7. McNeese State College	Lake Charles
8. Nicholls State College	Thibodaux
9. Northeast Louisiana State College	Monroe
10. Northwestern State College of Louisiana	Natchitoches
11. St. Mary's Dominican College	New Orleans
12. Southeastern Louisiana College	Hammond
13. Tulane University	New Orleans
14. University of Southwestern Louisiana	Lafayette



## APPENDIX B

### INTERVIEW SCHEDULE

1. What were the outstanding improvements within the department during the decade?
2. Why were these specific changes instituted?
3. Were these changes influenced by the national trend? Explain.
4. Were these changes made because of the trend in secondary schools of Louisiana? Explain.
5. How were the changes brought about?
6. What are some tentative results?
7. What are plans for the future?
8. What has been the weakness of the department?
9. Questions pertaining to specific findings of each institution.
10. Miscellaneous questions concerning definite practices of each institution.

## APPENDIX C

### QUALIFICATIONS FOR TEACHERS OF MODERN FOREIGN LANGUAGE\*

#### 1. AURAL UNDERSTANDING

**Minimal:** The ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.

**Good:** The ability to understand conversation at average tempo, lectures, and news broadcasts.

**Superior:** The ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies.

**Test:** These abilities can be tested by dictations, by the Listening Comprehension Tests of the College Entrance Examination Board--thus far developed for French, German, and Spanish--or by similar tests for these and other languages, with an extension in range and difficulty for the superior level.

#### 2. SPEAKING

**Minimal:** The ability to talk on prepared topics (e.g., for classroom

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\*Prepared by the Steering Committee of the Foreign Language Program of the Modern Language Association of America and endorsed by eighteen national or regional language organizations in 1955.

situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native.

Good: The ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.

Superior: The ability to approximate native speech in vocabulary, intonation, and pronunciation (e.g., the ability to exchange ideas and to be at ease in social situations).

Test: For the present, this ability has to be tested by interview, or by a recorded set of questions with a blank disc or tape for recording answers.

### 3. READING

Minimal: The ability to grasp directly (i.e., without translating) the meaning of simple, non-technical prose, except for an occasional word.

Good: The ability to read with immediate comprehension prose and verse of average difficulty and mature content.

Superior: The ability to read, almost as easily as in English, material of considerable difficulty, such as essays and literary criticism.

Test: These abilities can be tested by a graded series of timed reading passages, with comprehension questions and multiple-choice or free-response answers.

#### 4. WRITING

**Minimal:** The ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and the ability to write a short, simple letter.

**Good:** The ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

**Superior:** The ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

**Test:** These abilities can be tested by multiple-choice syntax items, dictations, translation of English sentences or paragraphs, and a controlled letter or free composition.

#### 5. LANGUAGE ANALYSIS

**Minimal:** A working command of the sound-patterns and grammar-patterns of the foreign language, and a knowledge of its main differences from English.

**Good:** A basic knowledge of the historical development and present characteristics of the language, and an awareness of the difference between the language as spoken and as written.

**Superior:** Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation.

**Test:** Such information and insight can be tested for levels 1 and 2 by multiple-choice and free-response items on pronunciation, intonation patterns, and syntax; for levels 2 and 3, items on philology and descriptive linguistics.

## 6. CULTURE

**Minimal:** An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the foreign people.

**Good:** First-hand knowledge of some literary masterpieces, an understanding of the principal ways in which the foreign culture resembles and differs from our own, and possession of an organized body of information on the foreign people and their civilization.

**Superior:** An enlightened understanding of the foreign people and their culture, achieved through personal contact, preferably by travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts.

**Test:** Such information and insight can be tested by multiple-choice literary and cultural acquaintance tests for levels 1 and 2; for level 3, written comments on passages of prose or poetry that discuss or reveal significant aspects of the foreign culture.

## 7. PROFESSIONAL PREPARATION

**Minimal:** Some knowledge of effective methods and techniques of language teaching.

**Good:** The ability to apply knowledge of methods and techniques to the teaching situation (e.g., audio-visual techniques) and to relate one's teaching of the language to other areas of the curriculum.

**Superior:** A mastery of recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.

**Test:** Such knowledge and ability can be tested by multiple-choice answers to questions on pedagogy and language-teaching methods, plus written comment on language-teaching situations.

## VITA

Hazel Haynes Mitchell was born in West Monroe, Louisiana, March 23, 1915. She received her education in the Ouachita Parish School System. After graduating from Ouachita Parish High School in 1932 and Ouachita Parish Junior College in 1934, she attended Brenau College, where she received the A. B. degree in 1936. She began her graduate work at Louisiana State University the following year and received the M. A. degree in 1938. Because of war conditions in Europe she returned to Louisiana State University the next academic year instead of attending the University of Grenoble. She also attended summer sessions in Colorado in 1941, in Mexico in 1945, in Cuba in 1946, and in Spain in 1955 and 1956.

Her teaching career began in 1939 as a high school instructor in the Ouachita Parish School System. In 1940 she became an instructor at Northeast Junior College of Louisiana State University and has continued as a faculty member of the same institution, which is now Northeast Louisiana State College.

## EXAMINATION AND THESIS REPORT

Candidate: Hazel Haynes Mitchell

Major Field: Education

Title of Thesis: A Study of Modern Foreign Languages in the Curriculums  
of Louisiana Colleges and Universities

Approved:

*Rodney Cline*

Major Professor and Chairman

*Max Goodrich*

Dean of the Graduate School

### EXAMINING COMMITTEE:

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*L. B. Whitmet*

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Date of Examination:

July 29, 1964